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ABSTRACT

Evaluation of South Carolina's 1987-88 Remedial and Compensatory Program, funded by the state's Education Improvement Act of 1984 (EIA), shows that the program was successful in raising the participants' achievement. The programs include basic skills learning in reading and mathematics in all grades, and writing in grades 6-12, but not all grades and skill areas were evaluated. Gains in achievement were measured by assessing the differences between students' pretest and posttest Normal Curve Equivalent (NCE) scores, referred to as "gain scores," that indicate whether the student performed better or worse than would have been expected if he or she had not attended the program. A 4-year longitudinal analysis was also performed on data for the Class of 1996 cohort. Findings included the following: (1) average NCE gains for most programs in most grades were substantial; (2) the Compensatory Mathematics Program showed the highest gain (8.73 NCE), followed by the Compensatory Reading (5.11 NCE), Remedial Mathematics (4.60 NCE), and Remedial Reading Programs (4.15 NCE); and (3) the majority of students participated in a Compensatory Program for only 1 year, a somewhat smaller number participated for 2 years, and relatively few participated for 3 or 4 years. Statistical data are included on 18 tables and 8 graphs. Statistical data on the average NCE achievement gains by school for the 1986-87 and 1987-88 EIA Compensatory programs are appended. (FMW)

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EVALUATION OF THE 1987–1988 EIA REMEDIAL AND COMPENSATORY PROGRAM

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ABSTRACT

The 1987–1988 EIA Remedial and Compensatory Program was implemented in all public school districts in South Carolina in Grades 1–12. All program participants in Grades 1–6 were served at the Compensatory level. Most of the eligible students in Grades 7–12 were served in a Remedial Program; some students in Grades 7–12 were served in the Compensatory Program if funds were sufficient. There were 105,362 students funded in the Compensatory Program and 150,995 students funded at the Remedial level. Of these students, 93,224 Compensatory Program participants and 120,773 Remedial Program participants were identified on their test answer documents. There were differences between the number of students funded and the number of participants identified on their test answer documents because some students may have been inaccurately identified and because the information on the number of students funded is a cumulative count, while the test information is not cumulative. Forty–seven school districts voluntarily verified the identification of student participants on their test records. Approximately 94.1% of the 1988 test records of students identified as participants were matched with their 1987 test records for use in the calculation of achievement gains.

The results from the 1987–1988 EIA Remedial and Compensatory Program evaluation show that the program was successful in raising the achievement of students participating in the program. Gains in achievement were measured by assessing the differences between students' pretest and posttest Normal Curve Equivalent (NCE) scores. The differences between pretest and posttest NCE scores are referred to as "gain scores". NCE gain scores indicate the quality and magnitude of a program's effect. A positive NCE gain score indicates that program participants had greater achievement gains than would have been expected from them if they had not attended the program; the magnitude of the gain score indicates the degree of effectiveness of the program. A negative NCE gain score indicates that program participants did less well than expected had they not attended the program, with the magnitude of the negative gain score indicating the extent of the ineffectiveness of the program.

Statewide average NCE gains for each program in each grade ranged from −1.51 NCE for tenth grade Compensatory Reading to 11.60 NCE for third grade Compensatory Mathematics. All but one of the statewide program gains for each grade were greater than 1.0 NCE, and 25 of the 34 programs gained 4.0 NCE or more. The average NCE gains for most programs in most grades were substantial.

The statewide average NCE gains for each program when the data were combined across the grades were also substantial. The Compensatory Mathematics Program showed the highest gain (8.73 NCE), followed by the Compensatory Reading (5.11 NCE), Remedial Mathematics (4.60 NCE), and the Remedial Reading Program (4.15 NCE), respectively.

A comparison of the average NCE achievement gains of participants who were either retained in the same grade or promoted to the next higher grade in 1987–1988 revealed that the gains of promoted students generally surpassed those of retained students. The lower gains of retained participants may reflect both the initial differences between retained and promoted students and the reduced opportunity for students who are retaking the same level of test to show large gains in scores.

Over one–half (59.8%) of the Compensatory Mathematics Program participants in Grades 1 through 10 who scored below the BSAP standard or its CTBS equivalent on the pretest in 1987, scored above the standard on the posttest in 1988. Similarly, almost one–half (48.4%) of the Compensatory Reading Program participants scoring below standard on the pretest scored above the standard in 1988. Smaller proportions of the Remedial Reading (31.0%) and Remedial Mathematics (32.9%) participants in Grades 7 through 10 met the standard in 1988 after failing to meet it in 1987. The lower performance of the Remedial Program participants may be due in part to the fact that the standards on the tests in the upper grade levels, where the Remedial Programs are implemented, reflect the higher level of difficulty and complexity of the skills being tested at these grades. The regulations also require that students in Compensatory Programs be served on a daily basis; Remedial Programs are not required to meet this often.

An analysis of the performance of tenth through twelth grade Remedial/Compensatory Program participants on their second attempt at meeting the BSAP standard on the Exit Examinations revealed that 33.8% of the reading program participants met the reading standard; 43.3% of the mathematics program participants met the mathematics standard; and 38.6% of the writing program participants met the writing standard. On their third attempt at meeting the Exit Examination standard, 19.3% of the reading program participants met the reading standard; 30.0% of the mathematics participants met the mathematics standard; and 25.0% of the writing program participants met the writing standard.

Approximately 60.5% of the school Compensatory Reading Programs evaluated and 79.8% of the school Compensatory Mathematics Programs evaluated had average achievement gains of 4.0 NCE or greater in the 1987–1988 school year. The analysis of the school Compensatory Program gains for the 1986–1987 and 1987–1988 school years indicates that 45.7% of the school Compensatory Reading Programs which could be evaluated for both years achieved average gains of 4.0 NCE or greater in both of the years evaluated.

Similarly, 71.1% of the school Compensatory Mathematics Programs evaluated for both years showed gains of 4.0 NCE or greater in both years. Fourteen school programs (1.9%) had average Compensatory Reading Program gains of less than 1.0 NCE and five school programs (0.7%) had Compensatory Mathematics Program gains of less than 1.0 NCE in both years evaluated. These school programs will undergo a process evaluation by the South Carolina Department of Education. The analysis of the school achievement gains for 1986–1987 and 1987–1988 suggests that the majority of schools successfully maintained or increased the achievement gains of their Compensatory Programs during the 1987–1988 school year.

A four–year longitudinal study of students attending first grade in 1984–1985 (designated the Class of 1996 cohort), revealed that 21.2% of these students had been retained in a grade during their first four years of school. The proportion of students in this cohort who were participating in a Compensatory Reading Program declined from 16.1% in 1985 to 11.9% in 1988. A similar but smaller decline in Compensatory Mathematics Program participation (from 16.8% in 1985 to 15.1% in 1988) was also observed. The majority of students in the cohort did not participate in a Compensatory Program during the four years studied. Most of the students who participated in a Compensatory Program during the period studied attended for one or two years; a small proportion of students participated in a program for all four years (1.2% in Compensatory Reading, 1.0% in Compensatory Mathematics). Most of the students participating in a Compensatory Program for two or more years attended the program for consecutive years. A significant minority of students participating for two or more years attended the program in alternate, nonconsecutive years. A nonconsecutive pattern of participation could indicate that these students were assisted sufficiently during their first year of participating in the program to become ineligible for compensatory assistance the following year, but were unable to sustain their progress over two years.

INTRODUCTION

This report presents the findings from the evaluation of the state–funded Remedial and Compensatory Program for the 1987–1988 school year. This program, established by the Education Improvement Act of 1984 (EIA), is intended to provide compensatory or remedial instruction to students who have not met minimum achievement standards in the basic skills. One of the provisions of the EIA is that the state–funded Remedial and Compensatory Programs will be evaluated at the end of every school year. The basis of this evaluation is the assessment by the South Carolina State Department of Education of the test score gains of the children participating in the program. This report will present the findings from the statewide analysis of the achievement of program participants and the findings from the analysis of school average achievement gains. In addition, the report will provide a general description of the program and the evaluation as implemented in the 1987–1988 school year. Finally, the report will present the results from an analysis of a longitudinal study of the Class of 1996 cohort.

OVERVIEW OF THE PROGRAM

The South Carolina Education Improvement Act of 1984 provides that school districts will receive additional funds for the remedial and compensatory education of students who have been identified as being in need of such additional instruction. Specifically, the Act directs the State Board of Education to:

> "Develop, with the recommendations of the Basic Skills Advisory Commission, and implement regulations providing compensatory and remedial instruction programs for students who fail to meet the required minimum standards of achievement in the basic skills of reading, writing, and mathematics and for first grade readiness pursuant to the weightings provided in Section 4 of Act 163 of 1977." (Division II, Subdivision B, Subpart 3, Section 59–5–65).

This section of this report presents a general description of the implementation of the Remedial and Compensatory Programs for the 1987–1988 school year.

Regulations promulgated by the South Carolina State Board of Education for the implementation of remedial and compensatory educational programs specify that both Remedial and Compensatory Programs must address the South Carolina Basic Skills Objectives and that classroom management systems for diagnosing a student's deficiencies, reteaching to those deficiencies, appropriately placing a student on a continuum of educational skills, and regularly assessing each student's progress must be designed and implemented. In addition, these regulations establish requirements for staff qualifications and staff

development, adult–student ratios, instructional and planning time, parental involvement activities, and the development and assessment of measurable program objectives.

The Compensatory educational program addresses the basic skills objectives in reading and mathematics, and is primarily implemented in Grades 1–6, although some students in Grades 7–12 may be served in a compensatory program if funds allow. The Remedial education program deals with the reading, mathematics, and writing basic skill objectives in Grades 7–12. The grades and subject areas served by each program are listed in Figure 1 below.

FIGURE 1

GRADES SERVED
1987–1988 EIA REMEDIAL/COMPENSATORY PROGRAM

Program	Grade(s) Served
Compensatory Readiness	1
Compensatory Reading	1–12
Compensatory Mathematics	1–12
Compensatory Writing	6–12
Remedial Reading	7–12
Remedial Mathematics	7–12
Remedial Writing	7–12

The Compensatory Program requires that student participants be served on a daily basis, while the Remedial Program does not. While the annual measurable goal for both programs is a gain of one Normal Curve Equivalent (NCE) in the mean achievement of the students served by the program, it is required that student average achievement in the Compensatory Program must be one NCE or more in at least one year of a consecutive two–year period. Compensatory programs which do not meet the one NCE achievement goal in a two–year period must undergo a process evaluation.

The selection criteria for placement in the program also differ for the Remedial and Compensatory Programs. Students are placed in each program on the basis of their performance on standardized tests and on the recommendation of their teachers. Students in Grades 1–6 in the 1987–1988 school year were placed in the Compensatory Program if their pretest scores were below the BSAP standard or its CTBS equivalent. Students in Grades 7–12 were placed in the Remedial Program if their pretest scores were at or below the 25th percentile, based on 1983 state norms. In addition, districts which were able to serve all of their students who met the above criteria could then expend any funds remaining from their allocation by placing in the Remedial Program those students in Grades 7–12 who scored

above the 25th percentile but below the BSAP standard. Any funds remaining after these students were served could be expended by placing in the Compensatory Program those students in Grades 7–12 who scored at or below the 25th percentile. The pretests used for placement, the time of their administration, and the score criteria for placement are summarized in Figure 2. Students could be placed in a program based on either their 1986 or 1987 test scores; districts were required to use either 1986 or 1987 scores for placing students, but could not use both years. Test scores from 1987 were used as pretest for evaluation purposes.

FIGURE 2

PRETESTS AND CRITERIA FOR THE PLACEMENT OF STUDENTS 1987–1988 EIA REMEDIAL/COMPENSATORY PROGRAM

Program	Grade(s)	Time of Pretest	Pretest	Criteria for Placement
Compensatory	1	Fall, 1987	CSAB	25th %ile or lower
	2–6	Spring, 1987 or Spring, 1986	BSAP or CTBS	Below BSAP Standard or CTBS Equivalent
	7–12	Spring, 1987 or Spring, 1986	BSAP or CTBS	25th %ile or lower
Remedial	7–10	Spring, 1987 or Spring, 1986	BSAP or CTBS	25th %ile or lower
	7–10	Spring, 1987 or Spring, 1986	BSAP or CTBS	Between 25th %ile & BSAP Standard
	10–12	Spring, 1987	EXIT	Below BSAP Standard

OVERVIEW OF THE PROCEDURES USED IN THE EVALUATION

The evaluation of the EIA Remedial and Compensatory Program is similar in its methodology to the evaluations of Federal Chapter One programs. The purpose of this evaluation methodology is to determine as accurately as possible whether student participants in remedial or compensatory programs exhibited greater achievement after the program than they would have if they had not participated in the program. The impact of the program can be assessed by subtracting students' test score performance which would be expected if they had not attended the program from their observed performance after having participated in the program. Thus,

$$\text{Effect of Program} = \left[\begin{array}{c}\text{Observed Performance After Program Participation}\end{array}\right] - \left[\begin{array}{c}\text{Expected Performance Without Program Participation}\end{array}\right]$$

The calculation of this equation results in a "gain score" which represents the quality and magnitude of a program's effect. If a group's observed average posttest performance exceeds its expected performance if its members had not attended the program, the gain score would be positive and its magnitude would indicate the degree of effectiveness of the program. Conversely, if the expected average performance of a group exceeded its observed performance, the "gain score" would be negative; and its magnitude would indicate the extent of the program's ineffectiveness.

Students' posttest scores represent their observed performance after participation in the program, while their pretest scores provide estimates of the performance expected of them if they had not attended the program. The gain score cannot be calculated directly from the students' scale scores, however, because different tests having different score scales are used for the pretest and posttest.

The Norm–Referenced evaluation design used for this evaluation provides a means for estimating the expected program effect and for transforming pretest and posttest scores into a common metric useful for the calculation of the gain score. Pretest and posttest scores are converted to percentiles in the Norm–Referenced model. However, it is not recommended that expected percentiles be subtracted from observed percentiles in the calculation of average gain scores because percentiles are not equal–interval scores. This problem with the percentile scale is dealt with in the Norm–Referenced model by converting percentile scores to Normal Curve Equivalents (NCE). Normal Curve Equivalents are normalized standard scores which are equal–interval, have a mean of 50 and a standard deviation of 21.06, and

correspond to the percentile score scale at scores of 1, 50, and 99. Scale scores converted to NCE scores can be arithmetically manipulated, allowing their use for the calculation of average gain scores. The results of the analysis of average achievement gains in this report will be expressed in terms of NCE scores. In addition, analyses of median state percentiles for pretest and posttest scores will be reported.

Updated 1986 state norms tables developed by the Office of Federal Programs were used to convert students' scale scores to NCE scores and percentiles. The use of the updated norms tables made it possible to evaluate the performance of nonrepeating students attending Grades 10 or 11 in 1987–1988. The updated norms also allowed the assessment of the performance of students repeating Grades 9, 10 or 11. The achievement of nonrepeating students in Grades 10 and 11 and that of students repeating Grades 9, 10, or 11 could not be evaluated before the 1986 updated norms tables were made available. The updated state norms, besides being more complete than the 1983 norms used for the evaluations of the 1984–1985 and 1985–1986 programs, may also be more accurate for use in evaluating current programs because they reflect the considerable progress in achievement made since the 1983 norms were developed.

PROGRAMS EVALUATED

The EIA Remedial and Compensatory Programs include basic skills programs in reading and mathematics in all grades and writing in Grades 6–12, but the state testing programs do not assess all of these skills at every grade level. Since the evaluation model is dependent upon the availability of both pretest and posttest information for each child participating in the program, not all grades and skill areas were evaluated. The grades and programs evaluated are listed in Figure 3. Eleven of the 12 grades having programs in 1987–1988 were evaluated. These eleven grades are the only grades for which both pretest and posttest information and norms tables were available in 1988. The pretests and posttests used in the evaluation for each grade are also listed in Figure 3.

The programs evaluated for each grade are listed in Figure 3. For both Compensatory and Remedial Programs, reading and mathematics are evaluated by the BSAP or CTBS total reading and total mathematics scores, respectively; these scores are obtained from the spring state testing programs. The pretest scores for non–repeating Grade 1 students come from the fall administration of the Cognitive Skills Assessment Battery (CSAB). The CSAB scores and the reading and mathematics scores from BSAP and CTBS can be used for the evaluation because statewide norms are available for these tests. The first grade readiness program was

FIGURE 3

GRADES AND PROGRAMS EVALUATED
1987–1988 EIA REMEDIAL/COMPENSATORY PROGRAM

Grade	Program	Subject	Pretest (Non–Repeaters)	Pretest (Repeaters)	Posttest
1	Compensatory	Reading	CSAB, 1987	BSAP, 1987	BSAP, 1988
1	Compensatory	Math	CSAB, 1987	BSAP, 1987	BSAP, 1988
1	Readiness	Reading	CSAB, 1987	BSAP, 1987	BSAP, 1988
1	Readiness	Math	CSAB, 1987	BSAP, 1987	BSAP, 1988
2	Compensatory	Reading	BSAP, 1987	BSAP, 1987	BSAP, 1988
2	Compensatory	Math	BSAP, 1987	BSAP, 1987	BSAP, 1988
3	Compensatory	Reading	BSAP, 1987	BSAP, 1987	BSAP, 1988
3	Compensatory	Math	BSAP, 1987	BSAP, 1987	BSAP, 1988
4	Compensatory	Reading	BSAP, 1987	CTBS, 1987	CTBS, 1988
4	Compensatory	Math	BSAP, 1987	CTBS, 1987	CTBS, 1988
5	Compensatory	Reading	CTBS, 1987	CTBS, 1987	CTBS, 1988
5	Compensatory	Math	CTBS, 1987	CTBS, 1987	CTBS, 1988
6	Compensatory	Reading	CTBS, 1987	BSAP, 1987	BSAP, 1988
6	Compensatory	Math	CTBS, 1987	BSAP, 1987	BSAP, 1988
7	Compensatory	Reading	BSAP, 1987	CTBS, 1987	CTBS, 1988
7	Compensatory	Math	BSAP, 1987	CTBS, 1987	CTBS, 1988
7	Remedial	Reading	BSAP, 1987	CTBS, 1987	CTBS, 1988
7	Remedial	Math	BSAP, 1987	CTBS, 1987	CTBS, 1988
8	Compensatory	Reading	CTBS, 1987	BSAP, 1987	BSAP, 1988
8	Compensatory	Math	CTBS, 1987	BSAP, 1987	BSAP, 1988
8	Remedial	Reading	CTBS, 1987	BSAP, 1987	BSAP, 1988
8	Remedial	Math	CTBS, 1987	BSAP, 1987	BSAP, 1988
9	Compensatory	Reading	BSAP, 1987	CTBS, 1987	CTBS, 1988
9	Compensatory	Math	BSAP, 1987	CTBS, 1987	CTBS, 1988
9	Remedial	Reading	BSAP, 1987	CTBS, 1987	CTBS, 1988
9	Remedial	Math	BSAP, 1987	CTBS, 1987	CTBS, 1988
10	Compensatory	Reading	CTBS, 1987	EXIT, 1987	EXIT, 1988
10	Compensatory	Math	CTBS, 1987	EXIT, 1987	EXIT, 1988
10	Remedial	Reading	CTBS, 1987	EXIT, 1987	EXIT, 1988
10	Remedial	Math	CTBS, 1987	EXIT, 1987	EXIT, 1988
11	Compensatory	Reading	EXIT, 1987	CTBS, 1987	CTBS, 1988
11	Compensatory	Math	EXIT, 1987	CTBS, 1987	CTBS, 1988
11	Remedial	Reading	EXIT, 1987	CTBS, 1987	CTBS, 1988
11	Remedial	Math	EXIT, 1987	CTBS, 1987	CTBS, 1988

evaluated for both reading and mathematics by the Grade 1 BSAP reading and mathematics tests. The remedial writing programs were not evaluated because norms are not available for the BSAP writing tests, the only tests of basic writing skills administered on a statewide basis. Finally, since norms appropriate for Grade 12 Exit Examination scores are not available, programs in this grade were not evaluated for NCE gains, but the percentages of Grade 12 students meeting the standard were assessed.

SUBJECTS OF THE EVALUATION

The subjects of this evaluation are the students whose Spring, 1988, BSAP or CTBS test answer documents were coded to indicate that they were participating in the EIA Remedial and Compensatory Program during the 1987–1988 school year. Forty–seven school districts validated the student data identified on test answer documents in order to assure that program participants were correctly identified.

RESULTS OF THE EVALUATION

The 1987–1988 school year was the fourth year of implementation for the EIA Remedial and Compensatory Program. The evaluation of the 1987–1988 program is similar to that of the 1986–1987 program, in that updated state test norms were used for the evaluation of both the 1986–1987 and 1987–1988 programs; these updated norms were unavailable for use in the evaluations of the 1985–1986 and 1984–1985 programs.

An analysis of the numbers of students served whose data were used in the evaluation will be presented first, followed by a presentation of the statewide achievement gains and the distributions of school achievement gains.

NUMBER OF STUDENTS SERVED AND NUMBER USED FOR THE EVALUATION

This section provides an analysis of the number of students served in the program, the number of students whose data could potentially be used for the evaluation, and the number of student records actually used in the preparation of this report. The public school students who were identified by their districts as participants in the Compensatory or Remedial Program in the areas of reading or mathematics were the subjects of this evaluation. Students participating in the program in the area of writing were not included in the evaluation because norms are not available for the writing examinations. Not all of the data from the students served in the program could be used for the evaluation. The evaluation requires the use of test scores, so only those grades in which pretests and posttests are available were evaluated. The data from students whose 1987 and 1988 test records could not be matched were not included in the calculations for this evaluation report. The data from students whose records were incomplete were also not included.

A comparison of the number of students served and the number identified in the 1986–1987 and 1987–1988 programs is presented in Table 1. The information on the number served in this table is from the records of the Office of Finance, while the number identified was determined on the basis of the coding of individual test records in the files of the Office of Research. The number served represents the number of children funded statewide for the school year. The number identified is a count of the number of children coded on test records as participating in the EIA Remedial or Compensatory Program.

As indicated in Table 1, a total of 105,362 students participating in the Compensatory Reading, Mathematics, and Writing Programs were funded in 1987–1988, while 110,594 were served in the 1986–1987 school year, a decrease of 5,232 students. However, there was a slight increase in the number of students served in the Remedial

TABLE I

COMPARISON OF NUMBER IDENTIFIED AND NUMBER SERVED 1987–88 AND 1986–87 EIA REMEDIAL/COMPENSATORY PROGRAMS

Year	Category	Reading	Math	Writing	Total
1987–88	Compensatory				
	Grades 1–12				
	Number Served	52887	50657	1818	105362
	Number Tested	46221	44843	2160	93224
	Remedial				
	Grades 7–12				
	Number Served	53544	60090	37361	150995
	Number Tested	43797	47808	29168	120773
1986–87	Compensatory				
	Grades 1–12				
	Number Served	55766	54497	331	110594
	Number Tested*	51983	50676	79	102738
	Remedial				
	Grades 7–12				
	Number Served	59704	64352	26574	150630
	Number Tested*	42234	47223	20183	109640

*Not tested in Grade 12.

Program in the 1987–1988 school year compared to 1986–1987, from 150,630 in 1986–1987 to 150,995 in 1987–1988. With the exception of 1987–1988 Compensatory Writing, where the number of students identified exceeded the number served, the number of students served exceeds the number of students identified in all programs. The discrepancies between the numbers funded and the numbers identified occurred for the following reasons. First, a student who is eligible for a program may be funded more than once if he or she moves from one school district to another during the school year. Thus, some students are counted more than once in the figures from the Office of Finance but are counted only once in the testing data. Second, some students who were served may not have been correctly coded on their test answer documents and were, thus, not included in the number identified. In the case of Compensatory Writing, it is possible that some Remedial Writing Program participants may have been mis–identified as participating in a Compensatory Writing Program, thus inflating the count of Compensatory Writing participants and reducing the number of Remedial Writing participants identified. Forty–seven of the districts evaluated have verified the accuracy of their students' test answer document coding.

The potential pool of student records to be used in the evaluation consists of those records coded as participating in an EIA Remedial or Compensatory Program. A tabulation of the numbers of students coded as participating in each program for each grade is presented in Table 2. The numbers and percentages of student participants whose pretest and posttest records were matched are also presented in Table 2. The percentage of student records which were successfully matched ranges from a low of 9.2% for Grade 10 Compensatory Mathematics to a high of 99.2% for Grade 8 Remedial Reading. Approximately 94.1% of all student participant records were matched and used for the calculation of achievement gains.

STATEWIDE ACHIEVEMENT GAINS

The purpose of the selection of participants' test records and the matching of their pretest and posttest data, which was described previously, is to allow the determination of the effectiveness of the EIA Remedial and Compensatory Program as measured by test score gains. As noted earlier in this report, the calculation of test score gains using scale scores alone would not be informative because the scores obtained from the tests are on different scales. For this report, the gain in achievement associated with each program being evaluated has been calculated in terms of NCE scores, and those gains are reported in NCE units. Student pretest and posttest achievement in terms of median state percentiles is also presented to aid in the interpretation of the gains observed in the Remedial and Compensatory

TABLE 2

ANALYSIS OF NUMBERS OF STUDENT RECORDS USED FOR EVALUATION 1987–1988 EIA REMEDIAL/COMPENSATORY PROGRAM

Grade[a]	Program	Number of Students Coded As Participating[b]	Number of Participants Having Matched Pretest – Posttest Records Used for Evaluation	(% of Total No. of Participants)
1	Compensatory Reading[c]	15230	14564	(95.6)
	Compensatory Math[c]	14426	13781	(95.5)
	Readiness Reading	3111	2942	(94.5)
	Readiness Math	3111	2940	(94.5)
2	Compensatory Reading	5144	4799	(93.3)
	Compensatory Math	4964	4644	(93.6)
3	Compensatory Reading	5078	4758	(93.7)
	Compensatory Math	4998	4690	(93.8)
4	Compensatory Reading	4589	4305	(93.8)
	Compensatory Math	6167	5835	(94.6)
5	Compensatory Reading	5322	5063	(95.1)
	Compensatory Math	4774	4511	(94.5)
6[d]	Compensatory Reading	7379	7024	(95.2)
	Compensatory Math	5583	5270	(94.4)
7[d]	Compensatory Reading	1572	1132	(72.0)
	Compensatory Math	1824	1379	(75.6)
	Remedial Reading	6001	5968	(99.5)
	Remedial Math	7652	7585	(99.1)
8[d]	Compensatory Reading	1070	704	(65.8)
	Compensatory Math	983	691	(70.3)
	Remedial Reading	7654	7590	(99.2)
	Remedial Math	7884	7760	(98.8)
9[d]	Compensatory Reading	506	148	(29.2)
	Compensatory Math	651	177	(27.2)
	Remedial Reading	9661	9275	(96.0)
	Remedial Math	10088	9748	(96.6)
10[d]	Compensatory Reading	306	35	(11.4)
	Compensatory Math	413	38	(9.2)
	Remedial Reading	8280	8092	(97.7)
	Remedial Math	9036	8911	(98.6)
11[d]	Compensatory Reading	51	22	(43.1)
	Compensatory Math	27	15	(55.5)
	Remedial Reading	7343	6645	(90.5)
	Remedial Math	8116	7409	(91.3)

[a]Grade 12 Exit Examination data are not included.

[b]Students in more than one program are counted separately for each program, i.e., a student participating in Compensatory Reading and Compensatory Math is counted twice, once for Reading, and once for Math.

[c]Grade 1 Readiness data are included.

[d]Students participating in the Writing Program only are not counted.

Programs. In addition, the number and percentage of Remedial/Compensatory Program participants who met the achievement standard on the BSAP examinations are also reported.

Achievement Gains by Grade

The statewide average NCE gains for each program in each grade evaluated are presented in Table 3. In this table, the statewide average NCE gain, its standard deviation, and the number of students evaluated are listed for each grade. The gains in Table 3 range from a low of −1.51 NCE for the small tenth grade Compensatory Reading Program to a high of 11.60 NCE for third grade Compensatory Mathematics. The average NCE gains for each grade are also presented for the Compensatory and Remedial Programs in Figures 4 and 5, respectively. It is difficult to interpret the gains in the Compensatory Programs in Grades 8 through 11 because of the relatively small number of students whose data were evaluated. All but one of the programs listed in Table 3 and in Figures 4 and 5 showed more than a 1.0 NCE gain, and five programs had gains greater than 10.0 NCE. Twenty−five of the thirty−four programs gained 4.0 NCE or more. The average NCE gains for most programs in most grades are substantial and indicate that the programs were successful in raising the achievement of participants above that which might be expected from their pretest performance.

The median pretest and posttest state percentiles for each program in each grade are listed in Table 4. The change in the median state percentile from pretest to posttest for each program in each grade is also listed in Table 4. The changes in median percentiles range from a low of 0 for second and third grade Compensatory Reading to a high of +14 for second and third grade Compensatory Mathematics. The magnitude of the changes in median percentiles from pretest to posttest will not be the same as the average NCE gain because percentiles, unlike NCE scores, are not an equal−interval scale. However, Table 4 does illustrate that there were positive gains in achievement for all programs in all grades but two.

The data were further analyzed in order to determine the 1987−1988 NCE achievement gains of participants who had either been retained in the same grade they were attending in the 1986−1987 school year or who had been promoted to the next higher grade for the 1987−1988 school year. Retained students were defined as those students who took the same grade level test in 1988 as they did in 1987, while promoted students were defined as those students who took a test in 1988 which was one grade level above the test they took in 1987. For example, a student whose pretest was a 1987 Grade 2 test and whose posttest was a 1988 Grade 3 test was considered to be a promoted student, while a student whose pretest in 1987 and posttest in 1988 were both Grade 3 tests, was designated as retained.

TABLE 3

AVERAGE NCE GAINS BY GRADE
ALL STUDENTS EVALUATED
1987–1988 EIA REMEDIAL/COMPENSATORY PROGRAM

Grade	Program	Statewide NCE Gain	Standard Deviation	Number of Students
1	Readiness Reading	10.04	17.08	2942
	Compensatory Reading and Readiness Reading*	7.70	16.03	14564
	Readiness Math	11.38	17.23	2940
	Compensatory Math and Readiness Math*	8.13	16.51	13781
2	Compensatory Reading	1.45	15.82	4799
	Compensatory Math	10.15	18.55	4644
3	Compensatory Reading	2.44	13.84	4758
	Compensatory Math	11.60	18.72	4690
4	Compensatory Reading	4.89	12.83	4305
	Compensatory Math	10.78	15.89	5835
5	Compensatory Reading	3.71	11.77	5063
	Compensatory Math	6.77	13.96	4511
6	Compensatory Reading	5.54	13.43	7024
	Compensatory Math	6.73	16.33	5270
7	Compensatory Reading	3.15	12.60	1132
	Compensatory Math	6.51	12.39	1379
	Remedial Reading	2.68	12.74	5968
	Remedial Math	5.50	12.71	7585
8	Compensatory Reading	5.08	13.06	704
	Compensatory Math	7.80	13.30	691
	Remedial Reading	3.82	12.87	7590
	Remedial Math	6.50	14.15	7760
9	Compensatory Reading	6.25	13.43	148
	Compensatory Math	5.09	12.56	177
	Remedial Reading	5.13	12.55	9275
	Remedial Math	2.03	12.61	9748
10	Compensatory Reading	−1.51	9.39	35
	Compensatory Math	6.77	11.69	38
	Remedial Reading	4.04	12.45	8092
	Remedial Math	4.07	12.52	8911
11	Compensatory Reading	1.66	13.33	22
	Compensatory Math	4.75	14.39	15
	Remedial Reading	4.59	13.84	6645
	Remedial Math	5.72	13.75	7409

* Combined Grade 1 Compensatory and Readiness data.

Figure 4
Average NCE Gain by Grade
1987–1988 EIA Compensatory Program

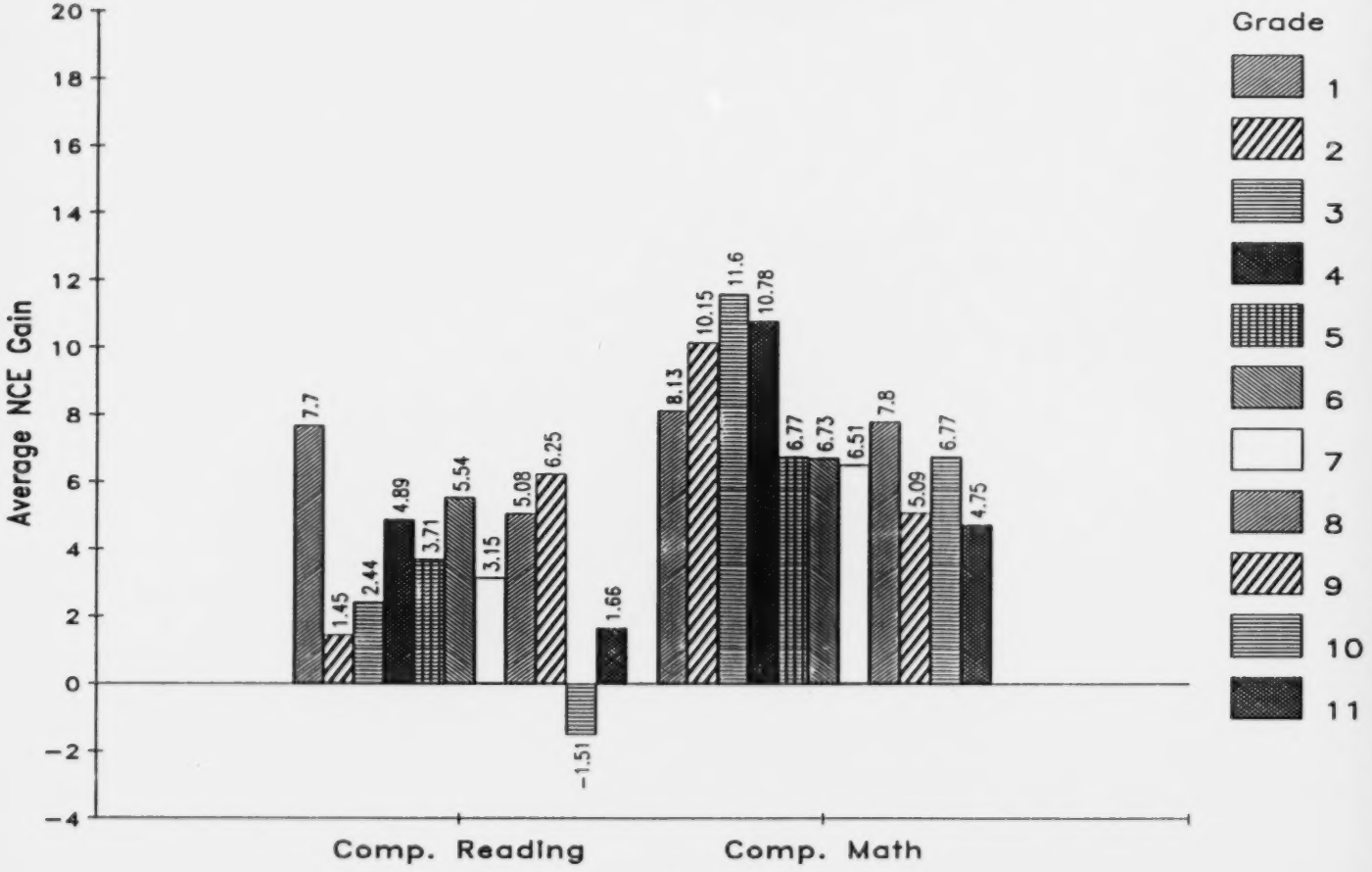


Figure 5
Average NCE Gain by Grade
1987–1988 EIA Remedial Program

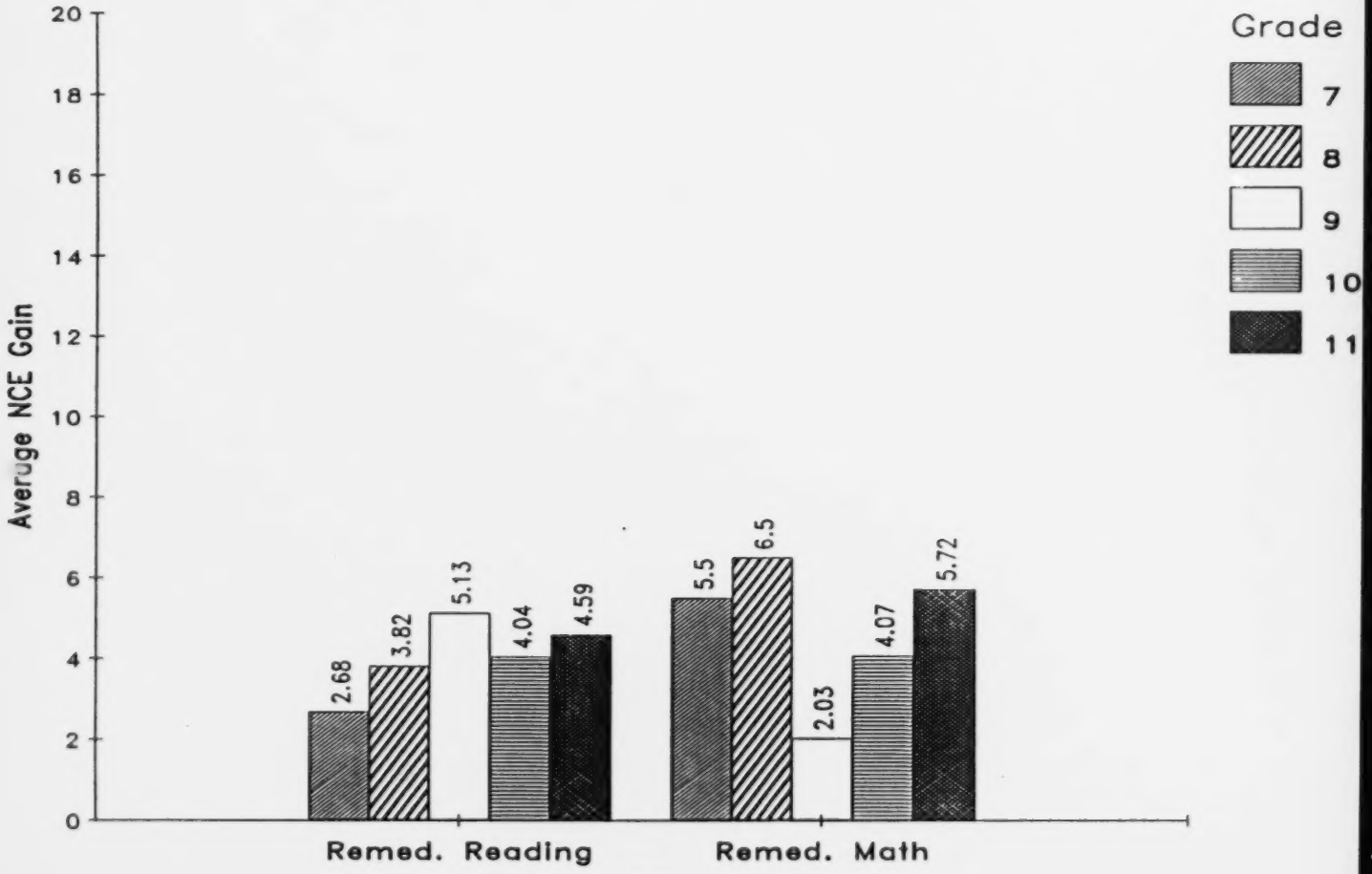


TABLE 4

STATEWIDE MEDIAN PRETEST AND POSTTEST PERCENTILES BY GRADE 1986–1987 EIA REMEDIAL/COMPENSATORY PROGRAM

Grade	Program	Pretest Median Percentile	Posttest Median Percentile	Change in Median Percentile from Pretest to Posttest
1	Compensatory Reading	12	17	+5
	Compensatory Math	12	17	+5
2	Compensatory Reading	14	14	0
	Compensatory Math	10	24	+14
3	Compensatory Reading	11	11	0
	Compensatory Math	9	23	+14
4	Compensatory Reading	9	13	+4
	Compensatory Math	13	24	+11
5	Compensatory Reading	11	14	+3
	Compensatory Math	10	17	+7
6	Compensatory Reading	15	20	+5
	Compensatory Math	13	17	+4
7	Compensatory Reading	18	19	+1
	Compensatory Math	17	27	+10
	Remedial Reading	18	20	+2
	Remedial Math	18	25	+7
8	Compensatory Reading	20	23	+3
	Compensatory Math	22	33	+11
	Remedial Reading	18	20	+2
	Remedial Math	21	28	+7
9	Compensatory Reading	17	29	+12
	Compensatory Math	22	25	+3
	Remedial Reading	14	21	+7
	Remedial Math	24	25	+1
10	Compensatory Reading	15	17	+2
	Compensatory Math	13	22.5	+9.5
	Remedial Reading	17	19	+2
	Remedial Math	21	25	+4
11	Compensatory Reading	21	30	+9
	Compensatory Math	16	20.5	+4.5
	Remedial Reading	15	20	+5
	Remedial Math	19	24	+5

The statewide average NCE gains of promoted and retained students are listed in Table 5. This table lists the average NCE gain and the number of students whose data were evaluated for each program in each grade for retained and promoted students, respectively. The NCE gains range from a low of −2.10 NCE (Grade 10 Compensatory Reading – promoted students) to a high of 12.48 NCE (Grade 3 Compensatory Mathematics – promoted students). The small number of students participating in Compensatory Programs in Grades 8 through 11 makes it difficult interpret the gain scores for those programs in those grades. It is apparent from Table 5, however, that the achievement gains for promoted students are generally higher than those for retained students. This finding may reflect the fact that promoted students have had the opportunity to learn and be tested on new material, while retained students have been taught and been tested on the same material twice, and have thus had less of an opportunity to show "growth" in achievement. Retained students are also usually retained because they have a history of low achievement, and it may require especially intensive efforts to greatly increase their achievement.

Achievement Gains Combined Across Grades

The average NCE gain for each program when data were combined across all of the grades evaluated is presented in Table 6. The statewide average NCE gain for each program across all of the grades in which it was implemented, the standard deviation of this gain, and the number of student records used in its calculation are presented in this table. The Compensatory Mathematics Program had the highest gain (8.73 NCE) followed by the Compensatory Reading (5.11 NCE), Remedial Mathematics (4.60 NCE), and the Remedial Reading Program (4.15 NCE), respectively. All of these program gains are substantially greater than the expected gain of 0 NCE, indicating that the EIA Remedial and Compensatory Programs were effective overall in improving the achievement of student participants.

The median pretest and posttest state percentiles for each program combined across all the grades evaluated are presented in Table 7. The changes in the median state percentiles from pretest to posttest are also presented in Table 7 and illustrated in Figure 6. As shown in Table 7 and Figure 6, there was a positive change in the median percentile from pretest to posttest for each program, ranging from 3 percentiles for Remedial Reading to 9 percentiles for Compensatory Mathematics. Since percentiles are not an equal–interval scale, the magnitude of the changes in median pretest and posttest percentiles do not strictly parallel the average gains in NCE scores; but the direction of the change is positive regardless of the units used for the analysis and indicates that the programs were effective in improving students' achievement over that which was expected.

TABLE 5

AVERAGE NCE GAINS BY GRADE
PROMOTED AND RETAINED STUDENTS
1987–1988 EIA REMEDIAL/COMPENSATORY PROGRAM

Grade	Program	Retained Students		Promoted Students	
		NCE Gain	Number	NCE Gain	Number
1	Compensatory Reading	2.42	4439	10.01	10125
	Compensatory Math	1.36	3720	10.63	10061
2	Compensatory Reading	3.60	1495	0.48	3304
	Compensatory Math	7.90	1182	10.92	3462
3	Compensatory Reading	2.00	982	2.56	3776
	Compensatory Math	8.48	1037	12.48	3653
4	Compensatory Reading	1.59	888	5.74	3417
	Compensatory Math	5.64	851	11.66	4984
5	Compensatory Reading	0.14	949	4.53	4114
	Compensatory Math	3.83	853	7.45	3658
6	Compensatory Reading	−0.38	887	6.40	6137
	Compensatory Math	1.73	1031	7.94	4239
7	Compensatory Reading	2.36	243	3.36	889
	Compensatory Math	4.65	243	6.91	1136
	Remedial Reading	1.73	1121	2.90	4847
	Remedial Math	2.15	1182	6.12	6403
8	Compensatory Reading	1.52	68	5.46	636
	Compensatory Math	1.69	65	8.44	626
	Remedial Reading	0.27	715	4.19	6875
	Remedial Math	3.25	657	6.80	7103
9	Compensatory Reading	2.13	30	7.29	118
	Compensatory Math	0.75	27	5.88	150
	Remedial Reading	1.12	1560	5.95	7715
	Remedial Math	1.28	1762	2.20	7986
10	Compensatory Reading	4.80	3	−2.10	32
	Compensatory Math	7.47	7	6.61	31
	Remedial Reading	3.80	909	4.07	7183
	Remedial Math	2.35	1007	4.29	7904
11	Compensatory Reading	–	–	1.66	22
	Compensatory Math	–	–	4.75	15
	Remedial Reading	−0.33	152	4.70	6493
	Remedial Math	2.07	166	5.80	7243

TABLE 6

STATEWIDE AVERAGE NCE GAIN BY PROGRAM
PROGRAM GAINS AGGREGATED ACROSS GRADES
1987–1988 EIA REMEDIAL/COMPENSATORY PROGRAM

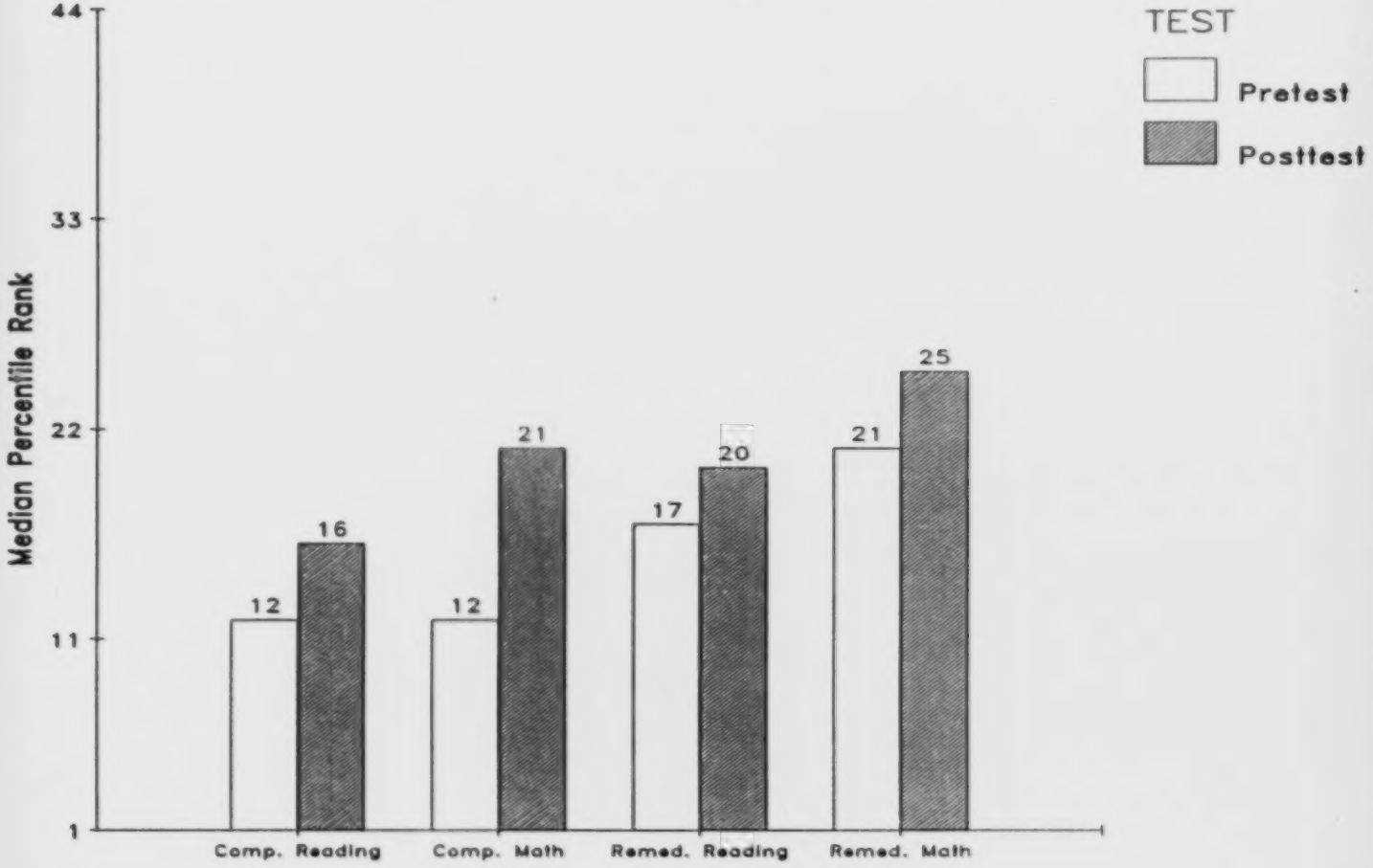
Program	Statewide Average NCE Gain	Standard Deviation	Number of Students
Compensatory Reading	5.11	14.61	42,554
Compensatory Math	8.73	16.56	41,031
Remedial Reading	4.15	12.88	37,570
Remedial Math	4.60	13.22	41,413

TABLE 7

STATEWIDE MEDIAN PRETEST AND POSTTEST PERCENTILES BY PROGRAM
1987–1988 EIA REMEDIAL/COMPENSATORY PROGRAM

Program	Median Pretest Percentile	Median Posttest Percentile	Change in Median %ile from Pretest to Posttest
Compensatory Reading	12	16	+4
Compensatory Math	12	21	+9
Remedial Reading	17	20	+3
Remedial Math	21	25	+4

Figure 6
Comparison of Pretest and Posttest Median Percentiles by Program
1987–1988 EIA Remedial/Compensatory Program



Proportion of Students Meeting BSAP Standard

An analysis of the number and percentage of Compensatory and Remedial Program participants in Grades 1 through 10 who met the BSAP standard or its CTBS equivalent in 1988 is presented in Table 8. This table lists the percentage and number of students who failed to meet the BSAP standard or its CTBS equivalent in the 1986–1987 school year, but met the standard after participating in an EIA Remedial or Compensatory program in the 1987–1988 school year. It is apparent from Table 8 that a higher percentage of Compensatory Program participants in the lower grade levels meet the achievement standard than do Remedial Program participants in the upper grade levels. (There are too few Compensatory Program participants in Grades 7 through 10 to reliably assess their performance). For example, while 64.9% of the students participating in Grade 1 Compensatory Reading met the standard in 1988 after failing it in 1987, only 33.1% of the comparable Grade 10 Remedial Reading participants met the standard in 1988. However, it is important to keep in mind while interpreting these results that the standards reflect the fact that the tests at the higher grade levels assess more skills at a greater level of complexity than do the tests at lower grade levels. Thus, the standards do not necessarily represent the same level of achievement at all grade levels and, in fact, are at a higher level of difficulty and complexity at the upper grade levels than at the lower. The regulations also require that students participating in Compensatory Programs be served on a daily basis, but do not make such a requirement of Remedial Programs. The higher proportions of Compensatory Program participants meeting the achievement standard may be a reflection of the greater intensity of the Compensatory Programs.

TABLE 8

PERCENTAGES OF STUDENTS MEETING BSAP STANDARD OR ITS EQUIVALENT IN 1988 AFTER FAILING STANDARD IN 1987 BY GRADE 1987–1988 EIA REMEDIAL/COMPENSATORY PROGRAM

	Percent (Number) Meeting Standard in 1988			
Grade*	Compensatory Reading	Compensatory Mathematics	Remedial Reading	Remedial Mathematics
1	64.9% (8699)	70.3% (8952)	NA	NA
2	52.2% (1697)	75.1% (2722)	NA	NA
3	47.5% (1920)	59.2% (2418)	NA	NA
4	43.6% (1584)	71.6% (3712)	NA	NA
5	24.5% (1123)	47.1% (1752)	NA	NA
6	36.9% (2446)	29.2% (1422)	NA	NA
7	28.0% (290)	38.3% (515)	26.8% (1408)	35.1% (2536)
8	42.9% (289)	36.2% (243)	34.3% (2437)	30.5% (2143)
9	42.4% (56)	32.0% (54)	29.1% (2571)	29.4% (2742)
10	16.7% (5)	36.1% (13)	33.1% (2553)	37.0% (3095)

*Grade 11 data are not included because Grade 11 CTBS scores equivalent to the BSAP standard have not been determined.

The data from Table 8 aggregated across Grades 1 through 10 are presented in Table 9. It is apparent from Table 9 that over half (59.8%) of the Compensatory Mathematics Program participants met the BSAP standard or its equivalent in 1988 after having failed to meet it in 1987. Almost half (48.4%) of the Compensatory Reading Program participants who failed the standard in 1987 met the standard in 1988. Fewer of the Remedial Mathematics Program and Remedial Reading participants met the standard (32.9% and 31.0%, respectively). As mentioned above in the discussion of Table 8, the Remedial programs are found in Grades 7 through 10, where the standard may represent a higher level of difficulty than in the lower grades, which are served by the Compensatory programs.

TABLE 9

PERCENTAGES OF STUDENTS MEETING BSAP STANDARD OR ITS EQUIVALENT IN 1988 AFTER FAILING STANDARD IN 1987 PROGRAMS AGGREGATED ACROSS GRADES 1987–1988 EIA REMEDIAL/COMPENSATORY PROGRAM

	Percent (Number) Meeting Standard in 1988*		
Compensatory Reading	Compensatory Mathematics	Remedial Reading	Remedial Mathematics
48.4% (18109)	59.8% (21803)	31.0% (8969)	32.9% (10516)

*Grade 11 data are not included because Grade 11 CTBS scores equivalent to the BSAP standard have not been determined.

An analysis similar to that described above was conducted on the Exit Examination data. Students who do not meet the standards for the Exit Examination Reading, Mathematics, or Writing subtests must retake the subtest(s) for which they scored below standard. These students must also receive remediation through the EIA Remedial/Compensatory Program in the area(s) in which they are found to be deficient on the Exit Examination. Students who had failed to meet the standard in 1986 and/or 1987 made their second or third attempt at meeting the standard on the Spring, 1988, administration of the Exit Examinations. The multiple–attempt performance on the Exit Examination of those students who were identified as Remedial/Compensatory Program participants in the 1987–1988 school year and whose data were included in the NCE gain analysis is summarized and compared to the second–attempt performance of participants in 1986–1987 in Table 10.

TABLE 10

MULTIPLE ATTEMPT EXIT EXAMINATION PERFORMANCE OF REMEDIAL/COMPENSATORY PROGRAM PARTICIPANTS 1986–1987 AND 1987–1988 EIA REMEDIAL/COMPENSATORY PROGRAM

	Percentage (Number) of Participants Meeting Standard on Attempt		
Program Area	Second Attempt 1986–1987	Second Attempt 1987–1988	Third Attempt 1987–1988
Reading	33.5% (1752)	33.8% (2683)	19.3% (732)
Mathematics	37.6% (2073)	43.3% (3901)	30.0% (1264)
Writing	30.7% (1167)	38.6% (2918)	25.0% (840)

As indicated in Table 10, a higher percentage of participants in 1987–1988 met the standard in each subject area on their second attempt than did the students participating in 1986–1987. Since the 1987–1988 school year was only the third year in which the Exit Examinations were administered and little is known about the levels of performance to be expected from multiple administrations of the Examinations, the third–attempt performance of the Remedial/Compensatory Program participants in 1988 is presented here as a baseline for future reference.

SCHOOL ACHIEVEMENT GAINS

The Education Improvement Act of 1984 requires that the EIA Compensatory Programs be evaluated at the school level. The Act requires that each school's Compensatory Reading and Mathematics Programs must achieve a gain of at least 1.0 NCE in at least one year of a consecutive two–year period. Schools which fail to meet this requirement must undergo a process evaluation. A gain of 1.0 NCE is also set as an objective for the Remedial Programs, but this gain is not required by the law.

This section of the report presents the findings from the analysis of school Compensatory Program gains for 1987–1988. The school Compensatory Program gains for the two–year period of 1986–1987 and 1987–1988 are also listed.

The numbers and percentages of schools which, in 1987–1988, had average NCE gains of less than 1.0, at least 1.0 but less than 4.0, or 4.0 or greater, respectively, are presented for each program in Table 11. The Compensatory Reading Programs in 788 schools were evaluated in 1987–1988. Approximately 13.2% (104) of these schools had average Compensatory Reading Program gains of less than 1.0 NCE while 60.5% (477) of the schools achieved an average gain of 4.0 NCE or higher. While 8.8% (69) of the school Compensatory Mathematics average NCE gains were less than 1.0, 79.8% (624) of the 782 schools evaluated achieved gains of 4.0 NCE or more. There were an average of 54.0 students in each school Compensatory Reading Program (programs ranged from one to 248 participants). The school Compensatory Mathematics Programs averaged 52.4 students each, ranging in size from one to 250 students.

The average NCE achievement gains for the 1986–1987 and 1987–1988 school Compensatory Programs are listed in the Appendix. The Appendix presents, for each school, the average NCE gain and the number of student records evaluated for the 1987–1988 and 1986–1987 programs for reading and mathematics, respectively. The schools are listed alphabetically by district. Only those schools which had a Compensatory Program in at least one of the 1986–1987 or 1987–1988 school years are listed in the Appendix.

The average NCE gains for school Compensatory Programs which were evaluated in both 1986–1987 and 1987–1988 are presented in Figures 7 and 8. The two–year gains for Compensatory Reading are presented in Figure 7, and the two–year gains for Compensatory Mathematics are presented in Figure 8. The Compensatory Reading Programs for 755 schools were evaluated in both 1986–1987 and 1987–1988, and the Compensatory Mathematics Programs were evaluated in 755 schools for both years. Some schools had a Compensatory Program in one of the years evaluated but not the other. Data from schools

TABLE 11

FREQUENCIES OF SCHOOL AVERAGE NCE GAINS 1987–1988 EIA REMEDIAL/COMPENSATORY PROGRAM

Program	Average NCE Gain Per School	Number of Schools (Percentage of Total)
Compensatory Reading	Less than 1.0	104 (13.2)
	At least 1.0, but less than 4.0	207 (26.3)
	4.0 or Greater	477 (60.5)
	Total	788 (100.0)
Compensatory Math	Less than 1.0	69 (8.8)
	At least 1.0, but less than 4.0	89 (11.4)
	4.0 or Greater	624 (79.8)
	Total	782 (100.0)

FIGURE 7

FREQUENCIES OF SCHOOL COMPENSATORY READING PROGRAM GAINS FOR 1986–1987 AND 1987–1988 SCHOOL YEARS

		SCHOOL AVERAGE NCE GAINS FOR 1987–1988		
			At least 1.0,	
SCHOOL		Less than 1.0	but less than 4.0	4.0 or more
AVERAGE	Less than 1.0	14 (1.9%)	26 (3.4%)	59 (7.8%)
NCE GAINS	GE 1.0, but LT 4.0	13 (1.7%)	53 (7.0%)	131 (17.4%)
FOR 1986–1987	4.0 or more	36 (4.8%)	78 (10.3%)	345 (45.7%)

NOTE: Percentages represent the proportion of 755 schools which had programs evaluated for both years; 773 schools were evaluated in 1986–1987, and 788 schools were evaluated in 1987–1988.

FIGURE 8

FREQUENCIES OF SCHOOL COMPENSATORY MATHEMATICS PROGRAM GAINS FOR 1986–1987 AND 1987–1988 SCHOOL YEARS

		SCHOOL AVERAGE NCE GAINS FOR 1987–1988		
			At least 1.0,	
SCHOOL		Less than 1.0	but less than 4.0	4.0 or more
AVERAGE	Less than 1.0	5 (0.7%)	10 (1.3%)	47 (6.2%)
NCE GAINS	GE 1.0, but LT 4.0	8 (1.1%)	12 (1.6%)	65 (8.6%)
FOR 1986–1987	4.0 or more	23 (3.0%)	48 (6.4%)	537 (71.1%)

NOTE: Percentages represent the proportion of 755 schools which had programs evaluated for both years; 776 schools were evaluated in 1986–1987, and 782 schools were evaluated in 1987–1988.

TABLE 12

SCHOOL COMPENSATORY PROGRAMS FAILING TO ACHIEVE AT LEAST 1.0 NCE GAIN IN BOTH 1986–1987 AND 1987–1988

School	District	Compensatory Program(s) Not Achieving Required Gain
Sandridge Elementary	Berkeley	Reading
Smoaks Middle School	Colleton	Mathematics
Parker Middle School	Greenville	Mathematics
Sans Souci Elementary	Greenville	Reading
Pinecrest Primary	Greenwood 50	Reading
Antioch Elementary	Kershaw	Mathematics
Lugoff Elementary	Kershaw	Reading
Heath Springs Elementary	Lancaster	Reading
E. B. Morse Elementary	Laurens 55	Reading
M. S. Bailey Elementary	Laurens 56	Reading
Clinton Elementary	Laurens 56	Reading
Joanna Woodson Elementary	Laurens 56	Reading
Eastside Elementary	Laurens 56	Reading
Boundary Street Elementary	Newberry	Reading
Crayton Middle School	Richland 1	Mathematics
Hollywood Elementary	Saluda	Reading
Roebuck Primary	Spartanburg 6	Reading
Cleveland Elementary	Spartanburg 7	Reading
Alice Drive Middle School	Sumter 17	Mathematics

which had a Compensatory Program in one year but not the other were excluded from Figures 7 and 8.

Figure 7 indicates that 345 schools (45.7%) achieved average Compensatory Reading gains of 4.0 NCE or more in both of the years evaluated. Similarly, from Figure 8, 537 schools (71.1%) achieved average Compensatory Mathematics gains of 4.0 NCE or more for both years. Figure 7 reveals that fourteen schools (1.9%) had average Compensatory Reading gains of less than 1.0 NCE in both of the years evaluated, and Figure 8 shows that five schools (0.7%) had average Compensatory Mathematics gains of less than 1.0 NCE in both years. The school programs which failed to achieve average gains of at least 1.0 NCE in both years are listed in Table 12. These programs will undergo a process evaluation by the South Carolina Department of Education.

The large number of schools which had gains of 4.0 NCE or more for both years evaluated indicates that schools tended to maintain the high program gains achieved since the first year of the implementation of the Compensatory Program. Further analysis of Figures 7 and 8 reveals that many schools raised their average achievement gain in 1987–1988. For example, the figures in the first row of Figure 7 illustrate that, although fourteen schools which achieved less than 1.0 NCE average gain in Compensatory Reading in 1986–1987 continued to achieve less than 1.0 NCE average gain in 1987–1988, fifty–nine schools raised their gains to 4.0 NCE or more. In the same way, inspection of the first row in Figure 8 shows that five schools which gained less than 1.0 NCE in their Compensatory Mathematics Programs in 1987 also achieved less than 1.0 NCE in 1988; but forty–seven schools raised their average gain from less than 1.0 NCE in 1987 to 4.0 NCE or greater in 1988.

School programs counted in the diagonals from upper left to lower right in Figures 7 and 8 maintained the same level of NCE gains for both years evaluated. Thus, from Figure 7, four hundred twelve school Compensatory Reading Programs had the same level of NCE gains for both years, with 14 having less than 1.0 NCE gain; 53 having at least 1.0 NCE, but less than 4.0 NCE gain; and 345 having at least 4.0 NCE gain. From Figure 8, five hundred fifty–four school Compensatory Mathematics Programs maintained the same NCE gain levels for both years, with 5 having less than 1.0 NCE gain; 12 having at least 1.0, but less than 4.0 NCE gain; and 537 having 4.0 NCE or more gain. School programs counted above the diagonals in each Figure increased their levels of NCE gains from 1987 to 1988, while school programs counted below the diagonals had decreases in their NCE gain levels. Two hundred sixteen school Compensatory Reading Programs increased their levels of NCE gains from 1987 to 1988, while 127 programs had decreases in their levels of NCE gains in the same period. Similarly, 122 of the school Compensatory Mathematics Programs had increases and 79 had decreases in their levels of NCE gains over the two–year period.

LONGITUDINAL STUDY OF CLASS OF 1996 COHORT

Characteristics of Longitudinal Data Base

The EIA Remedial/Compensatory Program was first implemented in the 1984–1985 school year. There are now four years of test data available since the implementation of the program, making it possible to conduct longitudinal analyses of the impact of the program on participants. In order to carry out such analyses, a longitudinal data base was developed with data from one cohort of students. The cohort chosen for the initial analysis was the Class of 1996. The students in this cohort were attending Grade 1 in the 1984–1985 school year, and, if they followed "typical" progress in their subsequent school careers, would be expected to graduate from high school in 1996. This cohort is the first one which has had the benefit of the EIA programs since first grade.

The data base was developed by matching the test data from students attending first grade in the 1984–1985 school year with test data in 1986, 1987, and 1988. Students' data were retained in the data base only if data for all four years were complete. There were 49,854 students tested in Grade 1 in the Spring of 1985; complete data for all years were available for 35,377 (70.9 %) of these students by 1988. While the data from the majority of students in the cohort were retained in the data base, the characteristics of the students for whom complete longitudinal data were available differed somewhat from the characteristics of the total student population in the cohort. The characteristics of the students in the longitudinal data base and those of the complete population are compared in Table 13.

TABLE 13

CHARACTERISTICS OF LONGITUDINAL DATA BASE AND TOTAL POPULATION CLASS OF 1996 COHORT

Characteristics	Percentage of Group in Category: Study Group	All Students
Sex		
Male	50.9	51.0
Female	49.1	49.0
Ethnicity*		
White	51.9	57.4
Nonwhite	48.1	42.6
Lunch Status*		
Free or Reduced	48.0	44.1
Full–Paying	52.0	55.9
Percent Below BSAP Standard or Equivalent		
Reading*	14.9	12.8
Math	13.1	12.2

*Significant difference, $p < .01$

As indicated in Table 13, the longitudinal study sample of the Class of 1996 cohort differed from the total population in that the sample had a higher proportion of nonwhite students, a higher proportion of students eligible for free– or reduced–price lunch, and a higher proportion of students scoring below the reading standard than the estimated total population of the Class of 1996. This may have occurred because student data were not retained in the study sample if one or more year's data could not be matched for a student. Since student data were only matched within districts and not across districts, the more mobile students were more likely to have unmatched data and were systematically excluded from the study sample. It may be that white students and students who are not eligible for the free– or reduced–price lunch program are more likely to move from one district to another within the state or are more likely to move in and out of the state than are nonwhite students and students eligible for the lunch program.

Although there are some differences between the longitudinal study sample and the entire Class of 1996 cohort, the study sample consists of the majority of the students in the cohort and, since it contains a large proportion of lower–achieving students and students

from lower socio–economic groups, it can be reliably used to analyze the impact of the EIA Compensatory Program. The longitudinal study sample may be less useful for studying the progress of higher–achieving students and students from higher socio–economic groups, however.

It was expected that the majority of students in the first grade in the 1984–1985 school year would be promoted to the second grade in 1986, to the third grade in 1987, and would be in the fourth grade in 1988. It was also expected that the remainder of the students would be retained in a grade during the four year period, but it was not known how many students would repeat each grade, so the first analysis carried out on the longitudinal study sample was to determine the pattern of grade level progress for the Class of 1996. This analysis is presented in Table 14.

TABLE 14

GRADE LEVEL PATTERNS, 1985–1988
CLASS OF 1996 COHORT

	Grade Level					
Group	1985	1986	1987	1988	Number Students	(%)
A	1	2	3	4	27875	(78.8)
B	1	1	2	3	4449	(12.6)
C	1	2	2	3	1491	(4.2)
D	1	2	3	3	1562	(4.4)
Total					35377	(100.0)

Students from Group A in Table 14 were not retained during any of the four years included in the study; these students represent the majority of the cohort sample (78.8%). Students in Group B (12.6% of the sample) were retained after their first year of school; students in Group C (4.2%) were retained after their second year of school; and students in Group D (4.4%) were retained after their third year of school. Students in Groups B, C, and D repeated a year of schooling during their first four years in the public schools. These 7,502 students comprise 21.2% of the Class of 1996 study sample, indicating that more than one in five of these students were retained during the four years under study. While it can be expected that the percent retained would be lower if more data from the higher–achieving, higher socio–economic status students could be included, the estimate of the percent retained may actually be somewhat conservative, since data from students who repeated more than

one grade or the same grade twice were excluded. Further, the longitudinal study sample was based on the data from all students tested in Grade 1 in 1985; some of these students were undoubtedly repeating Grade 1 when tested, but the number already retained in Grade 1 in 1985 was not determined and is not included in the analysis.

Longitudinal Analysis of Compensatory Programs

The primary purpose for the preparation of the longitudinal study data base was to assess the impact of the EIA Compensatory Program on the group of children who were in first grade when the EIA programs began. The remainder of this section will present the results from analyses of (1) the numbers of students participating in a Compensatory Program during the four years under study; (2) the total number of years each student participated in a Compensatory Program; and (3) the patterns of program participation and non–participation.

The number of members of the Class of 1996 study sample who were participating in a Compensatory Program for each of the years under study is presented in Table 15. It is noteworthy from Table 15 that the number and percentage of these students participating in a Compensatory Program declined from 1985 to 1988. For example, the percentage of students participating in a reading program declined from 16.1% in 1985 to 11.9% in 1988. The percentage attending a mathematics program was more stable, although it, too, declined (from 16.8% in 1985 to 15.1% in 1988).

TABLE 15

EIA COMPENSATORY PROGRAM PARTICIPATION BY YEAR, 1985–1988
CLASS OF 1996 COHORT

	Number (%) Participating	
Year	Reading	Math
1985	5679 (16.1)	5942 (16.8)
1986	6120 (17.3)	5333 (15.1)
1987	5309 (15.0)	5537 (15.7)
1988	4224 (11.9)	5333 (15.1)

The total number of years that each member of the longitudinal study sample participated in a Compensatory Reading or Mathematics Program is listed in Table 16. The majority (64.4% for reading; 61.7% for mathematics) of students never participated in a Compensatory Program. Most of those students who did participate in a Compensatory Program participated for one year during the four years studied, although a substantial number of students participated for two years during this time. A considerably smaller number of students participated for three years of the four studied, and a very small number of students participated for all four years (418 students in reading; 337 students in mathematics). It would appear from Table 16 that the participants in the study group generally participated in a Compensatory Program for a limited period of time.

TABLE 16

TOTAL YEARS OF PARTICIPATION
EIA COMPENSATORY PROGRAMS, 1985–1988
CLASS OF 1996 COHORT

	Number (%) Participating			
Years Participating	Reading		Math	
0 (never participated)	22791	(64.4)	21817	(61.7)
1	6389	(18.1)	7314	(20.7)
2	4064	(11.5)	4244	(12.0)
3	1714	(4.8)	1665	(4.7)
4	418	(1.2)	337	(1.0)
Total	35377	(100.0)	35377	(100.0)

In assessing the impact of the Compensatory Program, it is important to know not only the total number of years that each child may have participated in a program, but also the sequence of the child's participation. For example, did most of the children participate in their first year or two of school, or were they equally likely to attend a program at any time during the years studied? Further, did students who participated more than one year in a program attend programs in consecutive years, or were they placed in and out of the program in alternate years? The patterns of student participation in Compensatory Reading Programs are listed in Table 17, and the participation patterns for Compensatory Mathematics Programs are listed in Table 18.

TABLE 17

PARTICIPATION PATTERNS IN EIA COMPENSATORY PROGRAMS, 1985–1988
CLASS OF 1996 COHORT
READING

Number of Years Participating	1985	1986	1987	1988	Number of Students	(%)
0	–	–	–	–	22792	(64.4)
1	Y	–	–	–	2239	(6.3)
	–	Y	–	–	1800	(5.1)
	–	–	Y	–	1393	(3.9)
	–	–	–	Y	957	(2.7)
2	Y	Y	–	–	1291	(3.6)
	–	Y	Y	–	809	(2.3)
	–	–	Y	Y	906	(2.6)
	Y	–	Y	–	308	(0.9)
	–	Y	–	Y	419	(1.2)
	Y	–	–	Y	331	(0.9)
3	Y	Y	Y	–	521	(1.5)
	–	Y	Y	Y	623	(1.8)
	Y	–	Y	Y	331	(0.9)
	Y	Y	–	Y	239	(0.7)
4	Y	Y	Y	Y	418	(1.2)
Total					35377	(100.0)

– = Not Participating
Y = Participating

TABLE 18

PARTICIPATION PATTERNS IN EIA COMPENSATORY PROGRAMS, 1985–1988
CLASS OF 1996 COHORT
MATHEMATICS

Number of Years Participating	1985	1986	1987	1988	Number of Students	(%)
0	–	–	–	–	21817	(61.7)
1	Y	–	–	–	2180	(6.2)
	–	Y	–	–	1471	(4.2)
	–	–	Y	–	1843	(5.2)
	–	–	–	Y	1820	(5.1)
2	Y	Y	–	–	1185	(3.3)
	–	Y	Y	–	634	(1.8)
	–	–	Y	Y	964	(2.7)
	Y	–	Y	–	481	(1.4)
	–	Y	–	Y	477	(1.3)
	Y	–	–	Y	503	(1.4)
3	Y	Y	Y	–	433	(1.2)
	–	Y	Y	Y	409	(1.2)
	Y	–	Y	Y	436	(1.2)
	Y	Y	–	Y	387	(1.1)
4	Y	Y	Y	Y	337	(1.0)
Total					35377	(100.0)

– = Not Participating
Y = Participating

Inspection of Tables 17 and 18 suggests that there is no clearly defined sequence of program participation, although it appears that students are slightly more likely to attend a reading program in first or second grade than in third or fourth grade; this slight trend is even weaker in mathematics than in reading. Students who participated in a Compensatory Program for two or more years were more likely to attend the program in consecutive years rather than in alternate years. For example, 4,568 (73.7%) of the students participating in a reading program attended for two or more consecutive years, while 1,628 (26.3%) students participated for two or more nonconsecutive years. Similarly, 3,962 (63.4%) mathematics

program participants attended for two or more consecutive years, while 2,284 (36.6%) students participated for two or more nonconsecutive years. Students who participate in a program during nonconsecutive years may have received enough assistance during their first year of participation to score high enough to be ineligible for the program in the following year, but were not able to sustain their progress during the year they were not participating. Such students might then be expected to score low enough to become eligible again after their year out of the program. This "recidivism" does not appear to be the prevalent pattern in the cohort studied, although a sizeable minority of students did appear to follow this sequence.

SUMMARY

The results from the evaluation of the 1987–1988 EIA Remedial and Compensatory Program indicate that the program was successful in raising the achievement of students participating in the program. The statewide average NCE gains in achievement for each program were substantial. The Compensatory Mathematics Program showed the highest gain (8.73 NCE), followed by the Compensatory Reading (5.11 NCE), Remedial Mathematics (4.60 NCE), and Remedial Reading Programs (4.15 NCE), respectively.

The analysis indicates that approximately 60.57% of the school Compensatory Reading Programs evaluated and 79.8% of the school Compensatory Mathematics Programs evaluated had average achievement gains of 4.0 NCE or greater in the 1987–1988 school year. The analysis of the school Compensatory Program gains for the 1986–1987 and 1987–1988 school years indicates that 45.7% of the school Compensatory Reading Programs and 71.1% of the school Compensatory Mathematics Programs which could be evaluated for both years achieved average gains of 4.0 NCE or greater in both of the years evaluated. Fourteen schools (1.9%) had average Compensatory Reading Program gains of less than 1.0 NCE and five schools (0.7%) had Compensatory Mathematics Programs gains of less than 1.0 NCE in both years evaluated. These programs will undergo a process evaluation by the South Carolina Department of Education. The analysis of the school achievement gains for 1986–1987 and 1987–1988 suggests that the majority of schools successfully maintained or increased the achievement gains of their Compensatory Programs during the 1987–1988 school year.

A four–year longitudinal study of the Class of 1996 cohort revealed that 21.2% of the cohort repeated a grade in their first four years of school. An analysis of Compensatory Program participation by this cohort revealed that the proportion of students attending a reading program declined during the four years, with a similar but smaller decline in participation in mathematics programs. The majority of students participating in a Compensatory Program during the four year time span participated for only one year; a somewhat smaller number of students participated for two years, while relatively few students participated for three or four years. The majority of students participating in a program for two or more years attended the program in consecutive years. A sizeable minority of students participating for two or more years attended the program in nonconsecutive years, a pattern to be expected if students were assisted sufficiently by the program to score high enough to be ineligible for the following year, but not sufficiently to maintain their progress over two years.

APPENDIX

Average NCE Achievement Gains by School

1986–1987 and 1987–1988 EIA Compensatory Programs

AVERAGE NCE ACHIEVEMENT GAINS BY SCHOOL
1986-1987 AND 1987-1988 EIA COMPENSATORY PROGRAMS

DISTRICT	SCHOOL	READING				MATHEMATICS			
		NCE GAIN 1987-1988	NO. STUDENTS EVALUATED IN 1987-1988 **	NCE GAIN 1986-1987	NO. STUDENTS EVALUATED IN 1986-1987 **	NCE GAIN 1987-1988	NO. STUDENTS EVALUATED IN 1987-1988 **	NCE GAIN 1986-1987	NO. STUDENTS EVALUATED IN 1986-1987 **
ABBEVILLE	ANTERVILLE ELEMENTARY	10.49	13	14.20	16	12.40	16	12.49	12
	DONALDS ELEMENTARY SCHOOL	5.03	6	4.56	3	12.14	10	2.95	6
	DUE WEST ELEMENTARY	2.65	18	10.32	26	7.27	16	10.92	25
	GREENVILLE STREET ELEMENT	3.69	27	6.11	48	5.36	34	11.29	45
	JOHN C CALHOUN ELEMENTARY	7.45	94	0.61	82	8.60	101	5.50	95
	WESTWOOD ELEMENTARY	3.25	50	7.29	62	4.98	49	11.13	52
	WRIGHT	-2.15	28	2.04	33	0.55	22	8.75	30
AIKEN	A L CORBETT MIDDLE SCHOOL	7.14	58	9.22	69	0.11	50	6.98	59
	AIKEN ELEMENTARY	10.11	113	8.94	110	13.75	137	9.67	133
	BELVEDERE ELEMENTARY SCHO	8.37	49	7.73	52	10.52	78	10.15	82
	BYRD ELEMENTARY	7.79	36	0.72	70	12.56	61	7.61	78
	CLEARWATER ELEMENTARY SCH	4.50	73	4.18	59	8.20	69	7.40	70
	CYRIL B BUSBEE ELEMENTARY	0.29	36	6.48	129	7.07	57	7.97	154
	EAST AIKEN ELEMENTARY	-0.12	69	1.40	125	4.27	138	6.49	125
	GLOVERVILLE ELEMENTARY	11.83	30	2.14	65	14.79	33	3.86	55
	GREENDALE ELEMENTARY	10.73	86	6.41	88	11.15	104	10.43	116
	HAMMOND HILL ELEMENTARY	5.27	22	3.46	36	8.79	36	5.61	47
	J D LEVER ELEMENTARY	3.82	56	-0.37	110	14.16	73	5.83	120
	JACKSON MIDDLE SCHOOL	3.80	19	7.98	26	5.22	19	5.52	24
	JEFFERSON ELEMENTARY SCHO	2.62	70	6.43	138	5.60	98	5.67	165
	LANGLEY BATH CLEARWATER M	11.79	25	12.65	37	3.85	19	11.60	51
	LEAVELLE MCCAMPBELL MIDDL	7.02	26	8.59	25	2.05	27	5.03	34
	MILLBROOK ELEMENTARY	11.07	34	5.14	62	13.89	50	5.95	69
	MINNIE B KENNEDY MIDDLE S	6.22	34	10.49	28	15.80	39	3.68	36
	NEW ELLENTON MIDDLE	11.07	21	8.62	23	10.46	20	12.99	27
	NORTH AIKEN ELEMENTARY	7.77	75	-3.21	74	4.83	87	4.13	94
	NORTH AUGUSTA ELEMENTARY	3.54	74	4.02	58	4.58	80	13.61	87
	NORTH AUGUSTA MIDDLE SCHO	8.14	21	0.61	14	4.97	11	10.94	15
	OAKWOOD WINDSOR ELEMENTAR	2.51	21	8.25	38	15.97	40	3.45	54
	PAUL KNOX MIDDLE SCHOOL	7.87	10	-1.56	5	-0.53	11	6.56	5
	REDCLIFFE ELEMENTARY	10.16	90	6.46	123	11.09	138	7.54	153
	RIDGE SPRING-MONETTA ELEM	4.26	143	3.54	184	6.11	193	3.29	163
	SCHOFIELD MIDDLE SCHOOL	5.39	71	3.81	64	6.45	60	7.23	74
	WARRENVILLE ELEMENTARY	1.68	32	8.22	44	2.43	30	9.74	48
ALLENDALE	ALLENDALE ELEMENTARY	3.85	125	4.92	141	16.41	60	17.43	97
	ALLENDALE PRIMARY	9.14	71	5.47	106	11.23	63	12.22	70
	FAIRFAX ELEMENTARY	3.97	80	2.73	108	12.25	82	10.61	89
ANDERSON 1	CEDAR GROVE ELEMENTARY	26.90	4	15.20	5	13.90	5	17.82	7
	CONCRETE ELEMENTARY	16.71	9	12.75	21	22.01	22	13.19	20
	PALMETTO MIDDLE SCHOOL	-0.96	25	4.42	21	11.05	17	11.65	7
	PALMETTO PRIMARY	15.78	8	22.56	15	28.33	9	22.86	23

* PROGRAM NOT OFFERED OR INSUFFICIENT DATA FOR EVALUATION.
** GAINS FOR PROGRAMS IN WHICH FEWER THAN 20 STUDENTS WERE EVALUATED SHOULD BE INTERPRETED WITH CAUTION.

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AVERAGE NCE ACHIEVEMENT GAINS BY SCHOOL
1986-1987 AND 1987-1988 EIA COMPENSATORY PROGRAMS

DISTRICT	SCHOOL	READING				MATHEMATICS			
		NCE GAIN 1987-1988	NO. STUDENTS EVALUATED IN 1987-1988 **	NCE GAIN 1986-1987	NO. STUDENTS EVALUATED IN 1986-1987 **	NCE GAIN 1987-1988	NO. STUDENTS EVALUATED IN 1987-1988 **	NCE GAIN 1986-1987	NO. STUDENTS EVALUATED IN 1986-1987 **
ANDERSON 1	PELZER PRIMARY	26.10	8	7.36	6	30.26	8	9.77	7
	SPEARMAN PRIMARY	10.38	12	23.33	10	21.33	13	22.56	13
	WERN PRIMARY	9.84	12	16.36	31	7.54	25	15.26	31
	WEST PELZER PRIMARY	9.45	7	16.24	13	20.90	6	19.34	12
	WREN MIDDLE SCHOOL	13.10	26	13.10	30	25.51	8	24.39	26
ANDERSON 2	BELTON ELEMENTARY SCHOOL	5.91	16	0.25	25	16.21	8	0.21	35
	BELTON MIDDLE SCHOOL	3.00	16	8.47	24	-12.16	3	9.22	18
	HONEA PATH ELEMENTARY	-0.72	50	6.99	65	1.15	38	13.01	45
	HONEA PATH MIDDLE	8.10	14	13.67	31	6.55	9	10.61	39
	MARSHALL PRIMARY SCHOOL	3.48	51	14.14	63	9.00	50	11.06	63
	WRIGHT ELEMENTARY SCHOOL	23.53	3	2.35	15	12.36	3	8.15	13
ANDERSON 3	IVA ELEMENTARY	0.83	50	5.41	37	12.24	42	10.14	59
	STARR ELEMENTARY	5.99	58	2.01	59	7.58	43	8.00	49
	STARR-IVA MIDDLE SCHOOL	8.03	23	-2.03	13	3.99	23	0.51	14
ANDERSON 4	LA FRANCE	17.35	4	2.25	2	22.70	4	18.90	3
	PENDLETON ELEMENTARY	8.68	32	11.74	53	11.82	43	13.87	49
	PENDLETON JR HIGH	5.88	60	2.53	29	5.06	41	*	*
	RIVERSIDE MIDDLE SCHOOL	-0.77	12	5.85	18	10.13	24	8.10	32
	TOWNVILLE ELEMENTARY	4.42	20	11.73	24	10.77	23	14.40	25
ANDERSON 5	CALHOUN STREET ELEMENTARY	3.72	55	1.52	66	7.55	52	1.71	63
	CENTERVILLE ELEM	9.15	26	6.01	22	12.69	32	7.89	40
	CONCORD ELEMENTARY	8.61	26	2.12	45	15.77	32	9.39	44
	HOMELAND PARK ELEM	7.34	57	10.60	57	13.91	77	14.47	58
	LAKESIDE MIDDLE SCHOOL	5.57	38	14.17	31	10.60	27	18.95	32
	MCCANTS MIDDLE SCHOOL	5.33	28	14.65	22	13.95	11	6.54	18
	NEVITT FOREST ELEMENTARY	10.02	50	7.37	74	15.80	52	13.74	63
	NEW PROSPECT ELEMENTARY	3.12	69	2.02	67	7.23	54	5.78	52
	SOUTH FANT ELEMENTARY SCH	3.17	56	3.51	56	4.84	67	8.24	53
	SOUTHWOOD MIDDLE SCHOOL	1.38	30	7.23	37	5.07	27	2.95	25
	VARENNES ELEMENTARY	-0.57	39	4.17	30	8.81	30	3.43	32
	WEST FRANKLIN ELEMENTARY	4.04	45	0.36	42	3.56	46	9.93	44
	WEST MARKET ELEMENTARY	5.27	35	-1.79	36	8.90	24	-0.13	30
	WESTSIDE HIGH SCHOOL	21.20	1	*	*	*	*	*	*
	WHITEHALL ELEMENTARY	10.92	37	6.63	50	9.23	50	10.80	48
BAMBERG 1	BAMBERG ELEMENTARY SCHOOL	0.70	85	4.14	80	18.22	91	8.73	76
	EHRHARDT ELEMENTARY	2.18	19	12.55	24	11.69	25	14.20	23
	RICHARD CARROLL MIDDLE	6.23	59	7.19	33	6.82	76	5.00	35
BAMBERG 2	DENMARK OLAR ELEMENTARY	6.73	126	3.92	70	11.37	109	9.04	87

* PROGRAM NOT OFFERED OR INSUFFICIENT DATA FOR EVALUATION.
** GAINS FOR PROGRAMS IN WHICH FEWER THAN 20 STUDENTS WERE EVALUATED SHOULD BE INTERPRETED WITH CAUTION.

AVERAGE NCE ACHIEVEMENT GAINS BY SCHOOL
1986-1987 AND 1987-1988 EIA COMPENSATORY PROGRAMS

		READING				MATHEMATICS			
DISTRICT	SCHOOL	NCE GAIN 1987-1988	NO. STUDENTS EVALUATED IN 1987-1988 **	NCE GAIN 1986-1987	NO. STUDENTS EVALUATED IN 1986-1987 **	NCE GAIN 1987-1988	NO. STUDENTS EVALUATED IN 1987-1988 **	NCE GAIN 1986-1987	NO. STUDENTS EVALUATED IN 1986-1987 **
BAMBERG 2	DENMARK OLAR MIDDLE	-4.14	9	6.53	18	1.28	15	6.92	10
BARNWELL 19	BLACKVILLE ELEMENTARY	21.24	24	13.16	39	20.62	24	12.41	28
	BLACKVILLE MIDDLE	1.65	41	4.36	32	3.79	25	8.38	31
BARNWELL 29	KELLY EDWARDS ELEMENTARY	4.71	56	6.73	70	10.78	51	9.22	76
	WILLISTON ELKO MIDDLE SCH	9.88	15	5.25	20	4.98	9	4.34	9
BARNWELL 45	BARNWELL ELEMENTARY SCHOO	5.63	117	8.23	133	8.87	100	16.00	127
	GUINYARD-BUTLER MIDDLE SC	0.96	6	1.45	12	0.22	4	4.86	6
BEAUFORT	BATTERY CREEK HIGH SCHOOL	-1.15	22	*	*	3.18	25	*	*
	BEAUFORT ELEMENTARY	5.92	80	4.26	74	5.03	84	12.67	94
	BROAD RIVER ELEMENTARY	6.95	50	6.56	62	10.70	64	12.33	109
	H E MCCRACKEN MIDDLE SCHO	-2.02	118	2.97	54	4.70	88	12.50	19
	HILTON HEAD ELEMENTARY	0.63	49	5.87	87	11.48	66	13.17	120
	JAMES J DAVIS ELEMENTARY	2.67	81	2.55	94	7.83	99	3.29	97
	LADY'S ISLAND ELEM	6.16	51	1.91	61	14.46	44	13.46	35
	LADY'S ISLAND JUNIOR HIGH	0.76	55	2.87	33	3.13	54	8.03	32
	MICHAEL C RILEY ELEMENTAR	3.58	41	5.68	50	7.76	38	10.95	63
	MOSSY OAKS ELEMENTARY	5.06	41	7.06	39	7.72	47	18.15	66
	PORT ROYAL ELEM	3.70	4	2.33	10	-1.80	7	7.36	15
	ROBERT SMALLS JR HIGH	1.86	103	7.39	25	5.27	173	13.94	44
	SHELL POINT ELEMENTARY	3.30	104	4.00	142	7.41	110	7.03	124
	ST HELENA ELEMENTARY SCHO	-1.46	141	5.04	147	7.45	107	9.36	155
BERKELEY	BERKELEY ELEMENTARY	2.26	143	3.04	148	5.07	114	7.43	117
	BERKELEY MIDDLE SCHOOL	6.34	64	3.93	76	9.62	38	6.15	68
	BONNER ELEMENTARY SCHOOL	8.95	151	-1.11	121	13.17	120	6.99	122
	BOULDER BLUFF ELEMENTARY	3.01	72	3.64	94	9.51	54	9.95	89
	CAINHOY ELEMENTARY	1.28	115	6.07	143	3.84	96	11.90	158
	COLLEGE PARK ELEMENTARY	7.10	111	11.95	84	14.92	114	14.66	98
	COLLEGE PARK MIDDLE	4.98	32	4.07	37	6.79	34	12.89	35
	CROSS ELEMENTARY	4.72	125	0.61	92	8.05	112	2.58	92
	EDGEFIELD MIDDLE SCHOOL	2.65	45	7.27	40	10.85	38	13.68	41
	GEORGE R FISHBURNE ELEM	13.73	48	8.21	39	16.50	41	11.29	31
	HANAHAN MIDDLE SCHOOL	-1.73	8	7.90	11	-0.37	9	1.79	14
	HOWE HALL	11.52	99	9.77	92	14.36	117	11.59	116
	J K GOURDIN ELEMENTARY	5.88	72	3.07	69	14.17	58	13.89	73
	MACEDONIA MIDDLE SCHOOL	5.74	66	2.90	89	2.82	60	5.37	112
	MARRINGTON ELEMENTARY	8.41	58	4.78	55	8.22	53	13.75	40
	MARRINGTON MIDDLE	3.22	24	4.51	40	12.54	30	11.32	46
	MEN RIV PARK ELEMENTARY	11.81	74	7.89	66	12.41	68	11.33	58
	R A READY INTERMEDIATE	6.48	74	7.74	88	11.94	79	12.66	88

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AVERAGE NCE ACHIEVEMENT GAINS BY SCHOOL
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		NCE GAIN 1987-1988	NO. STUDENTS EVALUATED IN 1987-1988 **	NCE GAIN 1986-1987	NO. STUDENTS EVALUATED IN 1986-1987 **	NCE GAIN 1987-1988	NO. STUDENTS EVALUATED IN 1987-1988 **	NCE GAIN 1986-1987	NO. STUDENTS EVALUATED IN 1986-1987 **
BERKELEY	SANDRIDGE ELEMENTARY	-1.24	41	-2.27	16	8.06	39	4.07	12
	SANGAREE ELEMENTARY SCHOO	5.80	65	6.96	92	11.15	66	10.56	94
	SANGAREE INTERMEDIATE	8.12	15	*	*	14.86	24	*	*
	ST STEPHEN ELEMENTARY	3.80	121	-1.08	89	12.36	118	4.37	98
	ST STEPHEN MIDDLE SCHOOL	5.55	37	8.96	42	2.82	25	0.85	33
	WESTVIEW ELEMENTARY SCHOO	10.89	64	9.84	73	16.63	64	5.02	65
	WESTVIEW MIDDLE	0.44	50	6.33	61	10.46	49	18.15	58
	WHITESVILLE ELEMENTARY	6.79	105	8.73	87	11.61	98	5.52	78
CALHOUN	GUINYARD ELEMENTARY	5.15	56	1.79	53	10.70	43	14.78	60
	JOHN FORD MIDDLE	-2.83	47	7.34	45	-6.88	23	9.87	16
	ST JOHN ELEMENTARY SCHOOL	4.71	41	9.01	37	1.96	29	20.63	29
CHARLESTON	A C CORCORAN	0.73	36	4.99	38	6.48	40	10.42	63
	ANGEL OAK ELEMENTARY	3.27	93	4.55	102	5.24	95	4.92	100
	ASHLEY RIVER ELEM SCHOOL	12.90	18	2.73	20	13.26	15	8.36	35
	BIRNEY MIDDLE SCHOOL	1.06	22	11.76	42	5.35	18	12.20	28
	BRENTWOOD MIDDLE SCHOOL	1.85	42	9.10	39	5.39	23	-0.49	32
	C C BLANEY ELEMENTARY	8.84	97	6.51	72	20.10	49	15.36	56
	C E WILLIAMS MIDDLE SCHOO	10.09	29	8.49	21	5.13	13	5.28	17
	CHICORA ELEMENTARY SCHOOL	3.38	137	2.22	183	8.26	136	4.80	153
	COURTENAY MIDDLE	5.54	60	8.69	41	6.33	31	-2.85	22
	DRAYTON HALL MIDDLE SCHOO	5.14	17	8.18	16	20.95	11	3.81	10
	EA BURNS	4.12	163	4.50	146	5.69	164	6.70	154
	ELLINGTON	8.42	44	5.77	58	2.83	39	6.26	38
	FORT JOHNSON MIDDLE	0.05	6	13.62	12	5.30	3	10.00	3
	FRIERSON	10.16	42	2.11	48	13.23	34	13.58	42
	HARBOR VIEW ELEMENTARY	5.97	48	1.20	62	8.80	56	8.55	74
	HAUT GAP MIDDLE	5.23	26	9.50	21	1.74	7	10.64	18
	HUNLEY PARK ELEMENTARY	2.04	29	12.36	46	7.81	36	6.75	47
	J HOWARD BERRY ELEMENTARY	3.35	89	1.04	61	10.10	78	3.39	69
	JAMES B EDWARDS ELEMENTAR	4.24	55	1.11	53	4.21	72	3.46	69
	JAMES ISLAND MIDDLE SCHOO	16.81	7	6.50	16	13.96	3	9.31	13
	JAMES SIMONS SCHOOL	9.60	107	8.17	132	11.36	108	10.19	145
	JANE EDWARDS ELEMENTARY	14.92	23	6.93	49	20.38	31	-2.64	45
	JENNIE MOORE ELEM	5.80	70	7.58	90	14.92	61	15.03	89
	LADSON ELEMENTARY	11.94	37	5.85	54	16.69	41	14.04	46
	LAING MIDDLE SCHOOL	11.86	23	12.00	26	5.33	9	13.28	11
	LAMBS ELEMENTARY SCHOOL	5.79	39	12.28	43	7.14	49	9.61	53
	MAMIE P WHITESIDES	5.96	48	5.05	50	6.47	53	2.25	58
	MARY FORD ELEMENTARY	6.30	56	9.25	68	9.23	35	11.43	56
	MEMMINGER ELEMENTARY	9.12	119	0.75	15	12.81	67	0.84	17
	MIDLAND PARK ELEMENTARY	11.80	32	5.02	68	24.57	33	9.15	64
	MINNIE HUGHES ELEMENTARY	4.76	92	1.95	88	21.09	45	8.90	56

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CHARLESTON	MITCHELL EL	1.19	77	7.37	124	9.07	62	13.46	102
	MORNINGSIDE MIDDLE SCHOOL	4.61	16	6.12	33	7.95	12	7.32	14
	MOULTRIE MIDDLE SCHOOL	5.12	5	4.73	6	20.55	2	30.75	2
	MT PLEASANT ACADEMY	11.69	29	9.96	36	11.35	35	9.10	41
	MT ZION ELEMENTARY	5.70	13	*	*	8.45	11	*	*
	MURRAY LASAINE ELEMENTARY	6.58	75	5.81	98	9.28	64	7.00	97
	NORMAN C TOOLE MIDDLE SCH	0.56	60	4.86	53	4.27	36	13.73	34
	NORTH CHARLESTON ELEM	8.88	10	4.59	30	12.28	21	3.68	32
	OAKLAND ELEMENTARY	4.30	65	5.35	77	6.52	55	6.79	91
	ORANGE GROVE ELEMENTARY	11.46	41	7.87	57	15.71	48	4.58	62
	PARK CIRCLE ELEMENTARY	12.61	40	14.72	29	14.15	43	19.10	40
	PEPPERHILL ELEMENTARY	6.51	67	8.38	76	8.65	91	12.05	82
	R D SCHRODER MIDDLE	6.73	74	12.85	62	2.73	18	9.12	18
	REMOUNT ROAD ELEMENTARY	4.82	77	2.62	87	1.29	82	7.47	93
	RIVERS MIDDLE SCHOOL	9.68	60	7.79	90	7.93	31	8.88	44
	RONALD E MCNAIR ELEMENTAR	-1.55	58	2.78	43	1.72	57	14.87	73
	SANDERS CLYDE ELEMENTARY	6.74	76	8.87	59	14.62	102	9.23	54
	SPRINGFIELD	-0.07	41	6.65	39	8.18	48	10.71	50
	ST ANDREWS ELEMENTARY	5.68	47	7.15	59	11.20	43	12.30	79
	ST JAMES SANTEE ELEMENTAR	3.85	109	6.01	179	9.86	112	8.42	165
	STILES POINT	5.33	63	3.69	57	6.70	56	7.05	58
	STONO PARK ELEMENTARY	4.82	52	7.08	68	9.54	57	10.15	72
	SULLIVANS ISLAND ELEMENTA	3.73	8	5.74	7	4.67	11	12.41	22
	W B GOODWIN ELEMENTARY	5.16	92	3.21	100	5.79	100	6.07	110
	WILMOT J FRASER ELEMENTAR	5.52	86	5.10	83	11.78	76	10.56	81
CHEROKEE	ALMA ELEMENTARY	8.72	51	10.79	55	14.96	25	13.08	51
	B D LEE ELEMENTARY SCHOOL	3.68	90	7.66	106	9.40	82	7.95	95
	BLACKSBURG ELEMENTARY	3.13	43	10.04	38	14.95	38	16.71	26
	BLACKSBURG PRIMARY SCHOOL	6.88	39	5.98	51	13.31	40	4.05	48
	CENTRAL ELEM	6.36	27	6.10	39	16.94	31	1.62	31
	CORINTH ELEMENTARY	10.45	31	11.62	32	20.58	27	12.28	19
	DANIEL MORGAN ELEMENTARY	6.69	12	4.22	11	10.60	12	17.37	12
	DRAYTONVILLE	7.57	43	9.74	59	9.70	43	14.49	63
	GOUCHER ELEMENTARY	6.12	19	5.90	23	16.35	8	9.27	17
	J PAUL BEAM ELEMENTARY	13.22	14	6.83	10	8.57	11	9.61	9
	LIMESTONE ELEMENTARY	17.40	17	7.93	19	24.02	12	7.81	18
	LUTHER L VAUGHAN	3.59	58	5.20	83	9.40	53	6.69	61
	MACEDONIA	9.56	15	12.35	4	-4.31	10	6.07	4
	MARY BRAMLETT ELEMENTARY	3.79	137	2.13	133	7.51	105	9.32	113
CHESTER	CHESTER JUNIOR HIGH SCHOO	0.49	38	*	*	-6.30	29	*	*
	COLLEGE STREET ELEMENTARY	4.43	8	2.51	79	18.50	53	18.85	67
	DORA JONES/GAYLE ELEMENTA	7.85	158	11.37	169	11.52	75	13.20	116

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CHESTER	FORT LAWN ELEMENTARY	1.33	24	6.67	20	2.43	31	8.64	28
	GREAT FALLS ELEMENTARY	7.18	51	4.80	52	14.12	27	17.60	72
	GREAT FALLS MIDDLE SCHOOL	13.74	13	7.09	20	-9.84	11	9.27	21
	LEWISVILLE ELEMENTARY	9.55	20	3.23	68	15.71	22	18.47	57
	LEWISVILLE MIDDLE	7.11	11	12.97	22	10.62	9	12.40	9
	SOUTHSIDE ELEMENTARY	0.43	124	5.43	126	6.89	114	15.03	149
CHESTERFIELD	CHERAW ELEMENTARY SCHOOL	7.25	110	7.99	120	6.20	71	11.21	69
	CHERAW PRIMARY	6.55	173	3.27	178	5.94	154	7.26	174
	CHESTERFIELD MIDDLE	3.92	35	2.30	37	6.59	27	4.34	26
	EDWARDS ELEMENTARY SCHOOL	7.69	123	1.90	138	11.01	124	7.39	138
	JEFFERSON ELEMENTARY SCHO	5.56	59	0.38	62	5.08	58	5.48	60
	MCBEE ELEMENTARY SCHOOL	4.83	49	5.69	62	20.05	44	7.95	56
	PAGELAND MIDDLE SCHOOL	3.25	59	3.60	103	-1.67	54	4.42	74
	PETERSBURG ELEMENTARY	8.32	166	6.88	214	11.29	144	14.24	207
	PLAINVIEW ELEMENTARY SCHO	7.87	25	5.67	25	15.65	14	14.80	18
	ROBERT SMALLS ELEMENTARY	2.50	54	1.93	76	9.81	45	16.53	69
	RUBY ELEMENTARY	8.16	31	8.52	44	18.96	28	12.13	39
CLARENDON 1	SCOTT'S BRANCH HIGH	*	*	5.68	72	*	*	2.04	73
	SPRING HILL ELEMENTARY	2.59	57	3.21	58	14.57	38	12.87	45
	ST PAUL PRIMARY	13.34	35	8.52	73	6.94	42	9.64	68
	SUMMERTON MIDDLE	1.70	72	6.72	35	2.47	45	6.69	11
CLARENDON 2	ALCOLU ELEMENTARY SCHOOL	0.08	90	2.56	77	12.27	81	4.59	49
	MANNING HIGH SCHOOL	*	*	*	*	*	*	3.31	70
	MANNING MIDDLE	6.76	99	7.48	52	7.09	64	-1.36	53
	MANNING PRIMARY SCHOOL	10.74	149	-2.06	146	22.41	143	-0.48	142
CLARENDON 3	EAST CLARENDON HIGH SCHOO	2.22	24	*	*	*	*	*	*
	EAST CLARENDON MIDDLE	5.34	51	15.71	19	10.46	35	14.13	14
	WALKER GAMBLE ELEM	3.86	85	3.39	105	12.18	108	7.81	104
COLLETON	BELLS ELEMENTARY SCHOOL	10.54	128	3.66	127	13.45	111	10.37	108
	BLACK STREET ELEMENTARY	7.28	74	12.57	138	9.86	75	15.24	118
	COLLETON ELEMENTARY	6.37	8	6.92	24	21.23	30	17.52	42
	COLLETON MIDDLE SCHOOL C	4.79	87	8.36	86	3.46	36	8.07	46
	COTTAGEVILLE ELEMENTARY	12.79	39	10.44	59	17.23	35	13.04	45
	EDISTO BEACH PRIMARY SCHO	6.80	2	*	*	1.90	1	*	*
	FOREST HILLS ELEMENTARY	9.66	73	11.89	97	17.20	77	12.27	83
	HAMPTON STREET ELEMENTARY	6.37	52	7.03	28	17.38	58	16.60	49
	IVENIA BROWN ELEMENTARY	6.20	45	10.14	47	12.19	46	13.79	53
	JONESVILLE ELEMENTARY	6.90	26	1.43	46	9.78	35	5.62	40
	SMOAKS MIDDLE SCHOOL	2.07	28	6.09	31	-7.87	8	-0.43	26

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DARLINGTON	B A CARY MIDDLE	-4.11	40	3.97	44	-8.90	25	1.77	27
	BROCKINGTON ELEMENTARY	10.48	52	9.97	63	7.22	50	11.89	47
	CAROLINA ELEMENTARY	4.97	27	13.51	41	7.40	35	10.03	33
	J L CAIN ELEMENTARY	5.04	34	8.54	63	9.50	50	11.24	67
	LAMAR ELEMENTARY	1.26	80	6.14	102	8.26	79	6.39	84
	NORTH HARTSVILLE ELEMENTA	4.84	55	7.59	82	10.03	64	11.27	59
	PATE ELEMENTARY SCHOOL	6.15	73	5.70	94	15.81	65	7.10	76
	ROSENWALD ELEMENTARY	4.96	61	5.60	39	10.71	54	-2.23	40
	SUNOVISTA ELEMENTARY	7.87	40	14.91	33	10.90	47	10.96	34
	SOUTHSIDE ELEMENTARY	0.62	30	6.67	38	13.08	31	13.74	41
	SPAULDING ELEMENTARY	3.93	62	1.66	50	10.16	58	2.87	49
	SPRING ELEMENTARY SCHOOL	5.63	75	5.69	55	13.66	98	6.03	44
	ST DAVID'S ELEMENTARY	7.64	12	7.10	19	30.39	14	7.72	17
	ST JOHNS ELEMENTARY	7.77	111	8.81	108	6.22	120	6.53	97
	THORNWELL ELEMENTARY	3.39	65	8.09	59	5.92	76	6.10	70
	WASHINGTON STREET ELEMENT	2.83	94	6.49	93	7.39	89	8.03	78
	WEST HARTSVILLE ELEM	5.61	63	9.48	52	7.40	60	10.58	41
DILLON 1	LAKE VIEW ELEMENTARY	3.18	84	7.71	83	10.37	58	12.73	67
	LAKE VIEW MIDDLE SCHOOL	6.28	33	2.97	44	0.75	22	6.05	26
DILLON 2	EAST ELEMENTARY SCHOOL	1.90	121	1.47	98	6.19	107	-0.91	89
	GORDON ELEMENTARY	-0.87	191	4.34	347	0.33	67	4.78	239
	SOUTH DILLON ELEMENTARY	-4.45	80	8.31	81	3.97	69	3.39	67
	STEWART HEIGHTS ELEMENTAR	0.54	101	3.94	107	3.60	83	4.67	86
DILLON 3	LATIMER SCHOOL	3.24	73	2.65	61	6.77	41	7.60	56
	LATTA PRIMARY SCHOOL	8.05	58	0.13	66	13.46	56	9.39	79
DORCHESTER 2	ALSTON MIDDLE	2.67	19	5.19	17	5.77	24	8.39	35
	DUBOSE MIDDLE SCHOOL	2.95	39	8.65	40	12.83	39	15.42	47
	FLOWERTOWN ELEMENTARY	15.51	92	12.09	90	15.00	80	12.31	97
	GIVHANS ELEMENTARY	5.76	26	8.42	23	8.03	27	10.50	69
	KNIGHTSVILLE ELEMENTARY S	9.27	57	11.38	91	18.40	59	15.87	83
	NEWINGTON ELEMENTARY	14.96	20	7.52	41	17.03	47	16.55	91
	OAKBROOK ELEMENTARY	10.58	39	*	*	9.86	37	*	*
	OAKBROOK MIDDLE SCHOOL	-7.10	1	*	*	-0.68	19	*	*
	R H ROLLINGS ELEM	1.63	13	10.93	35	13.15	38	8.56	61
	SPANN ELEMENTARY SCHOOL	10.84	72	8.01	77	12.33	72	12.82	75
	SUMMERVILLE ELEMENTARY	11.90	49	5.12	82	13.96	59	11.70	74
DORCHESTER 4	CLAY HILL ELEMENTARY	5.21	31	3.74	29	10.37	29	8.61	27
	HARLEYVILLE RIDGEVILLE HI	*	*	22.30	1	*	*	2.70	1
	JENKINS HILL ELEMENTARY	7.22	30	8.06	46	13.42	47	10.01	42

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DORCHESTER 4	ST GEORGE ELEMENTARY	10.08	86	7.70	66	10.76	92	12.10	78
	WILLIAMS MEMORIAL SCHOOL	6.06	63	4.73	73	12.55	34	17.37	66
EDGEFIELD	DOUGLAS ELEMENTARY	4.07	31	5.19	43	11.10	35	7.30	43
	JOHNSTON ELEMENTARY SCHOO	5.03	53	4.18	49	7.71	54	2.59	36
	JOHNSTON PRIMARY SCHOOL	7.07	85	5.28	95	14.31	72	11.49	91
	MERRIWETHER ELEMENTARY	5.62	70	11.36	91	10.78	78	9.34	75
	W E PARKER ELEMENTARY SCH	4.59	144	6.06	126	8.49	149	7.97	119
FAIRFIELD	FAIRFIELD PRIMARY SCHOOL	5.92	84	*	*	10.17	99	*	*
	GEIGER ELEMENTARY	5.49	53	5.80	79	8.92	41	7.89	50
	KELLY MILLER ELEMENTARY	1.32	27	5.90	36	6.25	21	4.52	26
	MCCROREY-LISTON ELEMENTAR	4.96	57	4.43	55	17.43	45	5.11	34
	MOUNT ZION INTERMEDIATE	4.13	123	6.57	64	1.57	139	10.60	42
FLORENCE 1	BRIGGS ELEMENTARY SCHOOL	1.70	59	10.60	65	4.74	50	9.54	51
	CARVER ELEMENTARY SCHOOL	0.94	121	6.39	175	7.40	122	5.35	149
	DELMAE HEIGHTS ELEMENTARY	4.45	66	2.65	56	14.37	57	10.86	47
	DEWEY L CARTER ELEMENTARY	1.31	117	6.33	122	6.28	111	9.06	122
	GREENWOOD ELEMENTARY	2.68	71	3.87	80	12.12	76	11.74	78
	HENRY TIMROD ELEMENTARY	5.12	63	7.18	61	9.83	71	11.95	69
	MCLAURIN ELEMENTARY	1.33	126	5.29	134	5.77	114	6.16	110
	NORTH VISTA ELEMENTARY	4.59	173	3.54	229	9.09	184	10.98	192
	ROYALL ELEMENTARY SCHOOL	6.05	41	5.53	48	10.20	45	3.98	46
	SAVANNAH GROVE	3.23	94	4.71	82	17.34	104	5.48	88
	SOUTH FLORENCE HIGH SCHOO	16.06	3	*	*	*	*	*	*
	THEODORE LESTER ELEMENTAR	2.02	60	2.54	98	5.80	63	4.18	66
	WALLACE GREGG ELEMENTARY	2.07	80	6.12	82	5.67	65	10.37	81
FLORENCE 2	HANNAH PAMPLICO MIDDLE	-0.16	80	7.88	60	1.50	75	5.74	46
	HANNAH-PAMPLICO ELEMENTAR	2.51	85	*	*	12.11	52	*	*
FLORENCE 3	J C LYNCH ELEMENTARY	4.97	60	6.23	63	9.59	67	8.22	46
	LAKE CITY ELEMENTARY ONE	5.44	61	-3.77	54	15.15	87	3.32	110
	LAKE CITY ELEMENTARY TWO	3.97	121	4.47	67	4.89	115	6.40	56
	LAKE CITY PRIMARY	13.58	141	12.31	170	16.26	136	12.35	163
	OLANTA ELEMENTARY SCHOOL	11.09	65	7.06	80	15.48	47	10.21	87
	RONALD E MCNAIR JR HIGH	4.60	110	*	*	11.29	98	*	*
	SCRANTON ELEMENTARY SCHOO	3.93	67	2.58	52	9.51	43	10.20	46
FLORENCE 4	BROCKINGTON ELEMENTARY	5.43	140	8.09	105	7.19	137	15.39	90
	JOHNSON MIDDLE SCHOOL	1.74	63	9.71	58	2.89	54	10.48	55
FLORENCE 5	JOHNSONVILLE ELEMENTARY	13.14	52	8.83	56	16.18	62	9.56	54

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AVERAGE NCE ACHIEVEMENT GAINS BY SCHOOL
1986-1987 AND 1987-1988 EIA COMPENSATORY PROGRAMS

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		NCE GAIN 1987-1988	NO. STUDENTS EVALUATED IN 1987-1988 **	NCE GAIN 1986-1987	NO. STUDENTS EVALUATED IN 1986-1987 **	NCE GAIN 1987-1988	NO. STUDENTS EVALUATED IN 1987-1988 **	NCE GAIN 1986-1987	NO. STUDENTS EVALUATED IN 1986-1987 **
FLORENCE 5	JOHNSONVILLE HIGH SCHOOL	1.96	12	*	*	11.36	8	*	*
	JOHNSONVILLE MIDDLE SCHOO	4.43	42	5.90	30	10.26	34	2.00	24
GEORGETOWN	ANDREWS PRIMARY SCHOOL	12.52	99	14.79	134	16.95	107	16.14	132
	BECK MIDDLE	5.44	45	11.40	61	-1.48	31	19.59	61
	BROWN'S FERRY ELEMENTARY	5.10	86	5.00	80	3.70	95	10.16	96
	CHOPPEE MIDDLE SCHOOL	9.66	36	10.57	56	4.18	29	9.57	48
	DEEP CREEK ELEMENTARY	6.34	57	12.06	65	9.86	50	17.94	77
	KENSINGTON	2.69	83	3.94	81	5.45	74	9.18	94
	MARYVILLE ELEMENTARY	3.74	76	4.62	77	5.05	73	3.35	65
	MCDONALD ROAD ELEMENTARY	8.36	55	4.27	94	11.94	35	13.24	85
	PLANTERSVILLE ELEMENTARY	4.99	56	9.88	65	12.70	39	15.06	57
	PLEASANT HILL MIDDLE	10.80	39	9.23	46	7.19	29	9.50	46
	ROSEMARY MIDDLE SCHOOL	4.54	45	12.79	75	1.35	28	13.55	62
	SAMPIT ELEMENTARY	3.36	61	10.14	68	11.89	40	12.55	69
	WACCAMAW SCHOOL	4.56	60	11.94	59	10.87	55	14.24	69
GREENVILLE	ALEXANDER ELEMENTARY	5.50	101	3.93	64	7.72	109	2.38	67
	ARMSTRONG ELEMENTARY SCHO	-9.39	11	7.36	31	-24.52	9	11.80	46
	ARRINGTON ELEMENTARY	6.95	40	8.08	33	1.21	42	5.71	32
	AUGUSTA CIRCLE ELEMENTARY	13.45	2	13.05	4	0.60	4	3.16	9
	BAKER'S CHAPEL ELEMENTARY	5.79	49	5.23	60	13.30	63	5.49	60
	BECK MIDDLE	-1.80	7	12.82	8	1.50	8	0.12	15
	BEREA ELEMENTARY SCHOOL	6.73	32	6.80	18	6.98	41	1.60	38
	BEREA MIDDLE SCHOOL	-3.93	18	6.94	42	-2.47	35	5.25	41
	BETHEL ELEMENTARY SCHOOL	0.50	25	3.72	16	0.78	44	8.51	27
	BLUE RIDGE MIDDLE SCHOOL	2.81	21	9.85	9	8.84	23	7.64	16
	BLYTHE ELEMENTARY SCHOOL	-11.43	3	11.96	28	-4.11	8	6.38	30
	BROOK GLENN ELEMENTARY	2.80	32	7.80	35	2.28	35	6.58	42
	BRUSHY CREEK ELEMENTARY	6.23	30	10.65	27	0.57	31	10.65	28
	BRYSON ELEMENTARY SCHOOL	1.11	60	9.17	51	1.63	69	10.42	60
	BRYSON MIDDLE SCHOOL	-2.41	36	7.18	45	-3.79	28	10.28	49
	BUENA VISTA ELEMENTARY	3.45	60	4.83	68	2.58	64	8.29	74
	CONE ELEMENTARY	5.56	5	7.78	40	19.16	12	10.51	41
	CRESTVIEW ELEMENTARY	1.00	27	9.91	21	0.32	35	7.71	32
	DUNCAN CHAPEL ELEMENTARY	-6.07	41	12.07	23	-4.44	40	11.62	34
	EAST CANTT ELEMENTARY	8.02	17	0.78	5	7.02	23	8.04	10
	EAST GREER ELEM	0.31	39	7.03	51	-2.56	42	15.61	51
	EAST NORTH STREET SCHOOL	5.72	41	4.71	21	2.40	41	10.28	33
	EBENEZER ELEMENTARY	5.21	51	7.17	46	3.17	63	6.28	60
	ELLEN WOODSIDE ELEMENTARY	5.19	52	11.17	37	4.19	86	11.90	67
	FORK SHOALS ELEMENTARY	0.53	24	14.18	20	-6.65	28	11.76	31
	FOUNTAIN INN ELEMENTARY	-7.61	52	6.79	80	-1.97	61	7.43	76
	GATEWAY ELEM SCHOOL	0.41	41	4.94	44	2.74	69	8.98	54

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GREENVILLE	GREENBRIER ELEMENTARY	2.77	18	9.27	11	13.52	21	8.35	9
	GREENVIEW ELEMENTARY	2.27	66	1.25	44	-2.21	77	5.02	60
	GREENVILLE MIDDLE SCHOOL	3.09	29	11.27	28	0.55	17	14.14	28
	GREER MIDDLE	-3.40	44	5.21	26	-0.87	50	7.02	35
	GROVE ELEMENTARY	3.35	95	5.72	44	4.63	114	9.54	50
	HILLCREST MIDDLE SCHOOL	2.70	16	13.86	30	-0.05	11	9.08	29
	HOLLIS ELEMENTARY	1.68	146	3.54	127	6.09	124	5.77	123
	HUGHES MIDDLE SCHOOL	-6.57	17	12.31	54	-2.64	15	1.99	45
	LAKE FOREST ELEMENTARY	3.97	54	2.41	57	0.37	74	9.31	68
	LAKEVIEW MIDDLE SCHOOL	1.99	21	-0.68	32	-4.69	26	1.83	28
	LAUREL CREEK ELEMENTARY	2.38	5	0.18	5	9.34	15	2.89	12
	LEAGUE MIDDLE SCHOOL	-5.27	11	18.04	7	-9.57	7	14.34	11
	MAULDIN ELEMENTARY SCHOOL	7.10	46	8.42	40	5.60	67	9.07	52
	MITCHELL ROAD ELEMENTARY	-2.15	71	3.94	82	0.30	78	2.13	96
	MONAVIEW ELEMENTARY	1.91	130	-0.13	134	1.81	141	0.55	148
	MORTON ELEMENTARY	1.68	6	*	*	-10.66	5	7.38	9
	MOUNTAIN VIEW ELEMENTARY	6.41	24	1.16	19	6.96	39	5.43	29
	NORTHWEST MIDDLE	5.20	59	8.06	52	0.00	59	6.40	69
	NORTHWOOD MIDDLE SCHOOL	5.66	19	0.80	15	6.03	18	-0.35	16
	PARIS ELEMENTARY	3.74	51	-1.38	48	3.71	59	-1.14	49
	PARKER MIDDLE SCHOOL	3.98	36	9.76	46	0.43	36	-0.75	44
	PELHAM ROAD ELEM SCHOOL	1.22	43	0.99	22	2.16	58	4.18	34
	PLAIN ELEMENTARY SCHOOL	4.62	70	6.06	65	4.64	90	9.36	95
	SANS SOUCI ELEMENTARY SCH	0.34	42	0.10	33	4.63	40	-2.73	46
	SARA COLLINS ELEMENTARY	5.63	67	8.75	51	2.77	84	9.94	67
	SEVIER MIDDLE	-0.34	19	1.17	46	-3.01	23	3.84	37
	SIMPSONVILLE ELEM	-2.39	28	16.09	22	5.70	28	8.99	27
	SIRRINE ELEMENTARY	1.15	50	5.10	50	3.95	59	3.72	54
	SKYLAND ELEMENTARY	3.36	30	-0.73	30	6.19	40	1.90	36
	SLATER MARIETTA ELEMENTAR	-4.85	9	1.46	55	2.08	11	-2.58	53
	STONE ELEMENTARY SCHOOL	2.86	36	4.78	33	5.53	41	2.18	24
	SUE CLEVELAND ELEMENTARY	5.13	88	2.80	111	4.04	99	1.37	109
	SUMMIT DRIVE ELEMENTARY	1.48	37	8.87	24	2.52	45	5.88	28
	TANGLEWOOD MIDDLE	0.15	32	9.44	38	2.40	29	3.81	44
	TAYLORS ELEMENTARY	4.66	53	-0.15	50	1.43	83	1.30	70
	TIGERVILLE ELEMENTARY	11.76	18	0.54	19	7.79	19	15.83	13
	TRAVELERS REST ELEMENTARY	3.90	69	1.69	57	-2.03	69	5.63	46
	TRYON STREET ELEMENTARY	-0.85	53	3.33	33	1.80	57	6.17	33
	WADE HAMPTON ELEMENTARY	1.73	31	1.53	33	4.27	28	2.84	37
	WELCOME ELEMENTARY SCHOOL	0.92	67	7.44	68	-0.55	99	2.83	83
	WESTCLIFFE ELEMENTARY	0.78	44	3.89	39	3.87	43	1.74	47
	WOODLAND ELEMENTARY	8.03	78	0.31	63	5.43	80	4.11	46
	WOODMONT MIDDLE	-7.53	31	6.45	43	-0.38	33	10.69	44

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GREENWOOD 50	BREWER INTERMEDIATE	2.34	111	7.05	122	0.19	66	7.68	75
	EAST END INTERMEDIATE SCH	5.13	69	9.65	75	3.76	44	12.77	49
	HODGES ELEMENTARY	9.70	50	3.94	48	12.64	27	6.78	40
	LAKEVIEW PRIMARY	3.75	66	5.29	75	7.48	47	12.33	71
	MATHEWS PRIMARY SCHOOL	1.16	68	4.42	73	8.94	49	7.67	67
	MERRYWOOD PRIMARY SCHOOL	-1.17	80	4.66	100	6.39	60	10.76	104
	OAKLAND ELEMENTARY SCHOOL	1.22	103	1.75	88	1.92	82	3.08	69
	PINECREST ELEMENTARY	-0.33	61	-0.58	75	3.87	47	8.86	61
	WOODFIELDS PRIMARY SCHOOL	1.90	80	3.91	81	12.66	73	8.68	87
GREENWOOD 51	WARE SHOALS ELEMENTARY	4.62	20	9.17	14	4.33	10	22.36	11
	WARE SHOALS HIGH SCHOOL	20.53	3	*	*	*	*	*	*
	WARE SHOALS JUNIOR HIGH	2.90	6	*	*	11.40	1	*	*
	WARE SHOALS PRIMARY	11.60	25	11.20	33	13.50	30	7.98	29
GREENWOOD 52	NINETY SIX ELEMENTARY SCH	6.98	56	3.07	37	13.90	59	10.85	48
	NINETY SIX MIDDLE	8.56	18	10.13	22	1.62	14	9.53	17
HAMPTON 1	BRUNSON ELEMENTARY	5.81	26	8.80	30	13.52	24	7.44	30
	FENNELL ELEMEMTARY SCHOOL	4.10	76	5.23	62	5.12	85	2.33	58
	HAMPTON ELEMENTARY	4.57	57	4.17	64	6.57	55	7.75	75
	NORTH DISTRICT MIDDLE	4.06	34	3.82	45	4.13	30	-0.85	20
	VARNVILLE ELEMENTARY SCHO	2.19	84	1.41	82	8.10	97	-0.41	69
HAMPTON 2	ESTILL ELEMENTARY SCHOOL	5.77	121	1.46	132	12.96	113	8.19	133
	ESTILL MIDDLE SCHOOL	3.28	71	6.21	86	9.19	43	5.08	54
HORRY	AYNOR ELEMENTARY	8.11	44	9.60	26	10.21	38	15.63	31
	AYNOR HIGH SCHOOL	2.96	28	*	*	5.13	33	*	*
	CONWAY ELEMENTARY	8.06	37	4.32	54	13.54	40	16.11	73
	CONWAY MIDDLE SCHOOL	8.34	77	13.12	33	9.71	98	12.04	25
	CONWAY PRIMARY	15.12	23	14.51	22	17.37	22	12.83	19
	DAISY ELEMENTARY	3.16	50	2.04	79	11.80	68	6.95	103
	GREEN SEA FLOYDS ELEMENTA	6.50	68	11.60	98	10.38	81	9.73	113
	GREEN SEA FLOYDS MIDDLE	5.18	65	11.81	49	4.41	67	9.44	25
	HOMEWOOD ELEMENTARY	16.42	61	6.56	82	21.85	56	16.13	74
	HORRY ELEMENTARY SCHOOL	-0.16	10	10.44	16	13.78	10	16.85	14
	KINGSTON ELEMENTARY SCHOO	10.40	10	4.82	19	15.73	13	14.82	25
	LAKEWOOD ELEMENTARY	16.67	39	10.85	70	20.24	48	12.07	72
	LORIS ELEMENTARY	6.84	83	8.84	116	14.64	100	11.84	119
	LORIS HIGH SCHOOL	4.85	34	*	*	-4.64	17	*	*
	LORIS MIDDLE SCHOOL	9.24	91	10.71	57	7.85	57	9.64	47
	MIDLAND ELEMENTARY SCHOOL	12.05	30	10.38	32	21.81	20	13.08	29
	MYRTLE BEACH ELEMENTARY	6.62	46	-0.16	48	15.70	45	9.22	63

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HORRY	MYRTLE BEACH MIDDLE SCHOO	10.26	72	7.41	23	11.82	81	9.22	14
	MYRTLE BEACH PRIMARY SCHO	18.16	73	17.11	68	16.21	75	11.85	76
	N MYRTLE BEACH ELEM-MIDDL	5.24	110	10.38	81	7.29	125	14.03	91
	NORTH MYRTLE BEACH PRIMAR	18.17	104	16.13	92	16.38	98	16.92	93
	PEE DEE ELEMENTARY SCHOOL	6.74	25	9.04	38	14.75	20	16.42	35
	SOCASTEE ELEM SCHOOL	3.20	67	2.48	76	11.62	76	13.91	84
	SOCASTEE MIDDLE SCHOOL	6.44	80	5.55	19	9.49	126	14.62	37
	SOUTH CONWAY ELEMENTARY	2.44	51	5.77	85	1.62	51	17.07	97
	WACCAMAW ELEMENTARY SCHOO	7.83	33	4.63	28	16.87	34	12.86	36
	WEST CONWAY MIDDLE	11.51	96	15.45	41	6.38	115	23.44	35
JASPER	RIDGELAND ELEMENTARY	4.09	160	5.89	134	4.06	125	13.02	95
	WEST HARDEEVILLE ELEMENTA	10.07	82	12.82	63	10.78	69	18.20	62
KERSHAW	ANTIOCH ELEMENTARY	3.72	18	12.53	14	0.55	17	0.80	19
	BARON DEKALB ELEMENTARY	6.09	21	6.24	28	15.78	36	13.84	35
	BETHUNE ELEMENTARY SCHOOL	2.84	51	11.42	17	4.32	42	10.56	20
	BETHUNE MIDDLE	2.82	12	9.50	8	-0.08	15	2.60	7
	BLANEY ELEMENTARY SCHOOL	3.81	96	6.47	93	9.44	81	8.27	72
	CAMDEN ELEMENTARY SCHOOL	2.76	38	7.04	21	5.33	88	6.40	56
	CAMDEN HIGH SCHOOL	-5.94	11	*	*	*	*	*	*
	CAMDEN MIDDLE	11.58	31	4.86	15	15.41	19	11.90	20
	CAMDEN PRIMARY SCHOOL	1.26	84	5.50	99	2.76	82	3.62	84
	LUGOFF ELEMENTARY	-2.38	47	0.38	42	2.01	66	7.12	66
	LUGOFF ELGIN MIDDLE	12.03	23	1.39	15	21.21	31	7.32	27
	MIDWAY ELEMENTARY	2.60	57	6.18	55	2.51	55	10.11	46
	MT PISGAH ELEMENTARY	8.13	29	4.53	29	7.75	28	6.41	30
	PINE TREE HILL ELEMENTARY	0.78	74	1.98	86	2.55	76	4.12	80
LANCASTER	ANDREW JACKSON MIDDLE	4.59	21	10.82	38	3.12	20	13.28	38
	BROOKLYN SPRINGS ELEMENTA	1.48	67	3.33	66	8.33	82	2.36	76
	BUFORD ELEMENTARY SCHOOL	2.93	75	4.79	82	8.52	80	8.99	92
	CENTRAL ELEMENTARY	4.61	58	3.81	92	4.12	64	8.92	83
	CLINTON ELEMENTARY SCHOOL	8.19	29	4.86	40	13.31	28	7.65	45
	DOBSON ELEMENTARY SCHOOL	1.23	54	10.74	75	6.41	62	12.30	75
	ERWIN ELEMENTARY	-0.05	67	4.93	62	6.41	94	7.12	61
	FLAT CREEK ELEMENTARY	5.20	14	13.77	19	11.18	12	10.11	14
	HEATH SPRINGS ELEMENTARY	-2.87	52	0.31	56	-0.24	58	3.95	50
	INDIAN LAND ELEMENTARY	0.58	29	9.89	38	11.29	24	16.21	37
	KERSHAW ELEMENTARY SCHOOL	1.60	14	6.99	43	9.94	20	15.67	59
	KERSHAW PRIMARY SCHOOL	11.91	41	10.96	35	12.15	36	12.54	32
	MCDONALD GREEN ELEMENTARY	8.47	51	7.95	61	15.00	56	10.72	54
	NORTH ELEMENTARY SCHOOL	2.74	79	7.30	84	6.84	90	10.47	88

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AVERAGE NCE ACHIEVEMENT GAINS BY SCHOOL
1986-1987 AND 1987-1988 EIA COMPENSATORY PROGRAMS

DISTRICT	SCHOOL	READING				MATHEMATICS			
		NCE GAIN 1987-1988	NO. STUDENTS EVALUATED IN 1987-1988 **	NCE GAIN 1986-1987	NO. STUDENTS EVALUATED IN 1986-1987 **	NCE GAIN 1987-1988	NO. STUDENTS EVALUATED IN 1987-1988 **	NCE GAIN 1986-1987	NO. STUDENTS EVALUATED IN 1986-1987 **
LAURENS 55	E B MORSE ELEMENTARY	-0.83	37	0.52	16	5.77	56	9.98	63
	FORD ELEMENTARY	-0.97	69	1.39	82	7.16	76	2.21	100
	GRAY COURT OWINGS ELEMENT	2.48	55	2.94	38	4.09	40	9.58	41
	HICKORY TAVERN ELEMENTARY	-1.38	28	3.55	12	10.85	47	8.40	17
	LAURENS PRIMARY	-0.58	136	4.28	104	4.06	132	4.28	104
	PLEASANT VIEW PRIMARY SCH	2.99	63	4.72	8	1.48	53	7.04	68
	SANDERS ELEMENTARY	5.45	45	2.47	16	11.43	48	11.95	59
LAURENS 56	BELL STREET MIDDLE SCHOOL	3.33	39	-0.14	44	-0.39	20	8.03	37
	CLINTON ELEMENTARY	0.96	98	-0.39	131	-0.56	99	5.28	132
	EASTSIDE ELEMENTARY SCHOO	0.67	111	-1.74	95	4.09	120	-2.73	88
	JOANNA WOODSON	0.99	41	-0.46	50	2.64	54	8.54	44
	M S BAILEY ELEMENTARY	0.82	75	-2.01	99	8.33	87	-1.62	84
	MARTHA DENDY MIDDLE SCHOO	6.38	33	7.07	39	6.66	19	10.41	30
LEE	BISHOPVILLE HIGH SCHOOL	*	*	4.55	130	*	*	16.75	86
	BISHOPVILLE MIDDLE	2.11	204	5.75	210	5.00	205	11.46	231
	BISHOPVILLE PRIMARY SCHOO	4.88	146	3.64	153	7.68	136	7.22	148
	FLEMING MIDDLE SCHOOL	5.54	98	5.86	103	12.74	68	14.35	82
	LOWERLEE ELEMENTARY SCHOO	6.36	60	5.71	56	13.25	56	9.88	56
	MOUNT PLEASANT HIGH SCHOO	*	*	3.37	72	*	*	9.35	61
	WEST LEE	7.16	64	4.35	68	13.60	46	11.67	64
LEXINGTON 1	GILBERT ELEMENTARY SCHOOL	4.58	73	5.12	81	16.42	62	13.49	102
	GILBERT HIGH SCHOOL	7.71	47	*	*	5.43	50	*	*
	LEXINGTON ELEMENTARY SCHO	5.11	49	6.85	57	9.06	63	8.39	77
	LEXINGTON HIGH SCHOOL	3.06	35	*	*	4.14	84	*	*
	LEXINGTON INTERMEDIATE SC	1.93	40	5.53	32	3.61	51	13.65	44
	LEXINGTON MIDDLE	9.47	59	*	*	11.99	101	*	*
	OAK GROVE ELEMENTARY	5.92	73	2.21	62	11.24	81	9.47	74
	PELION ELEMENTARY	6.63	53	5.23	69	10.43	37	12.98	66
	PELION HIGH SCHOOL	3.69	45	*	*	2.56	57	*	*
	RED BANK ELEMENTARY	10.17	77	10.55	110	19.43	103	10.45	181
LEXINGTON 2	B-C GRAMAR SCHOOL NO 1	5.11	75	3.13	79	9.45	77	5.08	89
	BUSBEE MIDDLE	1.27	37	12.37	17	9.74	32	3.84	17
	CLAUDE A TAYLOR	6.32	48	6.70	61	9.79	39	10.82	57
	CONGAREE ELEMENTARY SCHOO	8.72	56	4.78	81	17.60	86	4.15	75
	FULMER MIDDLE SCHOOL	4.09	45	14.86	23	12.79	46	17.92	29
	GEORGE I PAIR JR ELEMENTA	6.51	53	6.36	71	6.56	61	5.06	70
	HERBERT A WOOD ELEMENTARY	15.14	80	2.12	119	15.96	72	6.21	123
	NORTHSIDE MIDDLE	1.77	42	10.39	22	3.02	39	5.80	19
	PINE RIDGE MIDDLE	4.34	54	10.20	36	-0.09	36	2.93	39
	PINEVIEW ELEMENTARY SCHOO	9.71	33	3.21	43	11.33	32	0.45	47

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AVERAGE NCE ACHIEVEMENT GAINS BY SCHOOL
1986-1987 AND 1987-1988 EIA COMPENSATORY PROGRAMS

		READING				MATHEMATICS			
DISTRICT	SCHOOL	NCE GAIN 1987-1988	NO. STUDENTS EVALUATED IN 1987-1988 **	NCE GAIN 1986-1987	NO. STUDENTS EVALUATED IN 1986-1987 **	NCE GAIN 1987-1988	NO. STUDENTS EVALUATED IN 1987-1988 **	NCE GAIN 1986-1987	NO. STUDENTS EVALUATED IN 1986-1987 **
LEXINGTON 2	R EARLE DAVIS ELEMENTARY	3.08	113	2.51	123	7.77	92	9.86	117
	SALUDA RIVER ELEMENTARY	8.60	23	11.07	31	13.78	18	8.23	28
	SPRINGDALE ELEMENTARY SCH	-4.54	7	2.92	17	8.58	7	2.08	13
LEXINGTON 3	BATESBURG LEESVILLE MIDDL	3.95	85	10.03	54	7.90	90	9.07	27
	BATESBURG LEESVILLE PRIMA	2.96	91	5.05	84	10.94	92	11.34	96
	BATESBURG-LEESVILLE ELEME	-0.10	29	11.95	36	16.21	19	9.04	31
LEXINGTON 4	FRANCES F MACK ELEMENTARY	3.56	31	2.90	18	9.19	41	6.97	33
	SWANSEA ELEMENTARY	3.48	23	9.86	58	8.28	24	10.36	56
	SWANSEA INTERNDIATE SCHOO	10.00	25	-2.21	14	0.35	22	4.08	25
LEXINGTON 5	CHAPIN ELEMENTARY	3.11	28	15.00	51	9.00	37	10.06	51
	DUTCH FORK ELEMENTARY	5.86	39	9.80	41	12.01	52	13.54	45
	HARBISON WEST ELEMENTARY	0.89	35	12.67	34	17.03	47	16.80	39
	IRMO ELEMENTARY SCHOOL	5.81	39	9.84	36	16.43	39	8.57	42
	LEAPHART ELEMENTARY SCHOO	5.48	25	13.51	25	22.98	31	18.64	36
	NURSERY ROAD ELEMENTARY	1.29	41	6.00	37	6.91	66	7.51	60
	SEVEN OAKS ELEMENTARY	4.92	24	6.60	20	11.23	37	12.85	36
MARION 1	EASTERLING	-0.39	120	2.54	140	3.85	104	3.00	105
	MARION ELEMENTARY SCHOOL	7.77	68	5.47	118	3.11	93	1.60	139
	SOUTHSIDE SCHOOL	2.94	59	1.10	75	9.34	64	12.46	90
MARION 2	MCCORMICK ELEMENTARY	4.19	83	3.91	110	13.57	106	9.64	118
	NICHOLS ELEMENTARY SCHOOL	5.07	7	10.23	8	4.70	12	6.04	12
	NORTH MULLINS PRIMARY	4.54	148	0.78	128	3.13	118	4.87	107
	PALMETTO ELEMENTARY	3.29	164	6.59	168	2.34	106	6.46	119
	PALMETTO SCHOOL	*	*	*	*	*	*	12.89	42
MARION 3	PLEASANT GROVE ELEMENTARY	9.20	30	9.76	40	7.49	23	23.34	36
	RAINS-CENTENARY ELEMENTAR	3.78	60	8.38	79	10.80	27	12.16	39
MARION 4	BRITTON'S NECK ELEMENTARY	0.44	106	1.37	100	-0.70	95	10.80	60
MARLBORO	ADAMSVILLE MIDDLE SCHOOL	4.37	52	6.25	41	9.10	44	6.26	43
	BENNETTSVILLE ELEMENTARY	1.69	59	1.33	86	7.84	41	10.87	57
	BENNETTSVILLE INTERMEDIAT	2.00	108	2.52	141	10.06	90	6.41	111
	BENNETTSVILLE MIDDLE SCHO	4.43	120	10.55	109	7.18	56	9.06	89
	BENNETTSVILLE PRIMARY	-1.09	108	7.95	104	-2.23	87	10.52	101
	BLENHEIM ELEMENTARY	4.04	47	4.98	56	8.01	32	6.33	49
	CLIO ELEMENTARY	8.34	84	3.97	95	13.07	61	10.10	85
	KOLLOCK PRIMARY SCHOOL	6.00	31	8.35	51	13.60	37	12.86	54
	MCCOLL PRIMARY SCHOOL	0.62	80	5.69	76	11.82	60	6.64	70

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MARLBORO	WALLACE MIDDLE SCHOOL	11.40	21	13.63	29	-6.11	6	8.11	11
MCCORMICK	MCCORMICK ELEMENTARY SCHO	10.33	73	8.52	129	10.15	87	12.88	113
	MCCORMICK MIDDLE SCHOOL	-4.11	59	4.75	82	1.58	58	-5.20	56
NEWBERRY	BOUNDARY STREET ELEMENTAR	0.53	59	-1.25	71	5.85	40	8.39	42
	CARVER ELEMENTARY SCHOOL	4.80	23	5.37	20	1.96	23	2.29	26
	GALLMAN ELEMENTARY SCHOOL	4.10	59	4.89	58	15.66	47	11.73	38
	GARMANY ELEMENTARY	5.33	21	6.93	15	8.21	11	9.36	9
	LITTLE MOUNTAIN ELEMENTAR	8.95	18	6.81	17	12.08	27	7.63	20
	MID CAROLINA JUNIOR HIGH	-1.80	7	*	*	6.64	9	*	*
	NEWBERRY JUNIOR HIGH SCHO	3.86	54	7.80	66	-0.48	42	8.13	46
	PARK STREET ELEMENTARY	0.17	9	9.16	21	18.23	6	7.42	15
	POMARIA ELEMENTARY	8.11	14	8.42	14	-0.87	14	13.20	17
	PROSPERITY ELEMENTARY SCH	-2.18	22	3.67	51	2.50	16	5.71	30
	REUBEN ELEMENTARY SCHOOL	5.45	8	-1.60	13	-0.87	11	9.02	17
	RIKARD ELEMENTARY	7.30	17	6.00	32	9.05	16	1.76	24
	SILVERSTREET MIDDLE SCHOO	3.23	16	1.96	28	4.61	11	2.22	16
	SPEERS STREET ELEMENTARY	8.69	54	4.60	51	11.03	52	5.94	49
	WHITMIRE HIGH SCHOOL	*	*	*	*	3.65	10	*	*
OCONEE	FAIR PLAY ELEMENTARY	9.54	7	-7.77	9	14.13	3	-6.20	5
	GIGNILLIAT PARK ELEM	6.53	40	6.57	16	9.92	41	9.40	39
	J N KELLETT ELEMENTARY	10.70	68	5.39	70	9.65	69	0.27	43
	KEOWEE ELEMENTARY SCHOOL	9.87	9	2.12	29	21.23	10	4.34	30
	NORTHSIDE ELEMENTARY SCHO	-5.19	31	5.98	26	6.41	17	5.09	46
	OAKWAY ELEMENTARY	3.78	21	2.50	15	11.26	18	8.35	23
	OAKWAY MIDDLE SCHOOL	4.56	28	-3.47	17	9.56	37	-0.20	13
	RAVENEL	4.59	60	3.51	51	6.39	59	6.41	46
	SENECA JUNIOR HIGH SCHOOL	1.61	21	*	*	-2.01	56	*	*
	SOUTH PINE STREET ELEMENT	5.13	47	7.03	46	9.62	54	7.88	52
	TAMASSEE ELEMENTARY SCHOO	3.70	30	4.69	48	2.12	37	9.94	36
	TAMASSEE-SALEM MIDDLE	5.43	11	5.68	11	9.03	11	3.90	8
	UTICA ELEMENTARY SCHOOL	5.92	26	0.86	37	14.43	38	6.22	44
	WALHALLA ELEMENTARY SCHOO	4.26	20	7.03	35	3.30	25	6.62	37
	WALHALLA MIDDLE SCHOOL	2.51	30	8.50	12	2.63	40	5.87	14
	WESTMINISTER ELEMENTARY	7.16	58	1.06	60	11.91	63	-1.81	50
	WESTMINISTER MIDDLE SCHOO	3.88	40	11.17	22	9.49	65	7.55	24
ORANGEBURG 1	NEESES ELEMENTARY SCHOOL	6.80	17	15.94	25	5.36	20	11.00	22
	NORWAY JR HIGH SCHOOL	*	*	7.51	14	*	*	8.34	26
	SPRINGFIELD ELEMENTARY SC	2.56	37	6.72	49	16.27	40	11.29	51
ORANGEBURG 2	BOWMAN ELEMENTARY	5.77	35	11.96	67	14.33	14	15.14	39

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ORANGEBURG 2	BOWMAN HIGH SCHOOL	4.18	26	*	*	11.10	21	*	*
ORANGEBURG 3	DANTZLER MIDDLE SCHOOL	4.86	20	7.80	40	21.37	4	12.37	11
	GAILLARD PRIMARY	17.48	33	15.43	49	15.51	36	11.65	42
	HOLLY HILL MIDDLE SCHOOL	4.38	36	9.85	70	11.94	26	11.93	47
	HOLLY HILL PRIMARY	12.57	78	11.94	79	15.43	68	13.10	59
	PROVIDENCE ELEMENTARY	2.08	8	13.20	7	3.31	8	6.60	15
	ST JAMES MIDDLE SCHOOL	12.80	23	11.08	18	3.16	5	24.08	7
	VANCE PRIMARY SCHOOL	10.13	13	18.69	35	8.24	19	17.74	39
ORANGEBURG 4	CARVER EDISTO MIDDLE	7.24	35	4.74	40	10.50	24	7.84	31
	EDISTO PRIMARY SCHOOL	8.61	66	19.27	52	11.81	58	18.32	58
ORANGEBURG 5	BELLEVILLE MIDDLE SCHOOL	1.41	65	12.64	121	12.43	67	16.01	78
	BENNETT MIDDLE SCHOOL	4.72	89	12.98	121	9.68	69	16.01	106
	BROOKDALE MIDDLE SCHOOL	7.78	58	14.41	65	11.59	50	18.55	46
	MARSHALL ELEMENTARY SCHOO	-0.74	51	11.81	99	10.19	48	19.55	106
	MELLICHAMP ELEMENTARY SCH	3.96	53	3.33	55	11.16	51	13.63	62
	NIX ELEMENTARY	4.87	39	9.37	59	3.87	29	19.15	46
	RIVELON ELEMENTARY SCHOOL	2.15	27	17.75	61	12.39	24	26.40	60
	SHERIDAN ELEMENTARY SCHOO	2.16	82	9.50	72	7.43	76	19.15	77
	WHITTAKER ELEMENTARY	11.80	96	7.13	94	19.32	73	12.72	90
ORANGEBURG 6	NORTH ELEMENTARY SCHOOL	9.31	84	3.88	92	15.10	50	6.55	75
ORANGEBURG 7	ELLOREE ELEMENTARY SCHOOL	-1.96	67	8.50	100	-2.70	67	8.82	102
	ELLOREE HIGH SCHOOL	*	*	6.30	8	*	*	-1.57	11
ORANGEBURG 8	BRANCHVILLE ELEMENTARY	-2.19	38	7.21	27	0.43	34	7.17	31
PICKENS	A R LEWIS ELEMENTARY	8.07	7	7.46	15	6.95	12	8.56	12
	AMBLER ELEMENTARY	3.20	10	11.42	18	10.76	13	8.65	20
	CENTRAL ELEMENTARY	10.23	45	12.25	57	7.62	44	7.27	52
	CROSSWELL ELEM	14.35	27	9.46	30	13.34	18	14.09	21
	DACUSVILLE ELEMENTARY	1.97	45	4.15	44	6.83	63	5.19	57
	EAST END ELEMENTARY	7.03	34	6.30	34	5.18	39	9.34	40
	FOREST ACRES ELEMENTARY	3.15	24	7.88	21	10.02	41	4.83	31
	HAGOOD ELEMENTARY	-0.61	26	2.53	47	11.50	28	7.60	52
	HOLLY SPRINGS ELEMENTARY	0.51	17	19.38	13	17.23	10	11.55	11
	LIBERTY ELEMENTARY SCHOOL	7.09	85	5.95	76	11.20	112	3.95	104
	LIBERTY MIDDLE SCHOOL	3.41	26	6.31	34	5.70	35	12.13	42
	MCKISSICK ELEMENTARY SCHO	6.38	45	4.64	86	6.50	42	1.69	98
	MORRISON ELEMENTARY SCHOO	4.55	31	9.23	35	4.61	34	6.48	27
	PICKENS ELEMENTARY SCHOOL	10.02	39	9.00	38	8.76	40	6.57	25

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PICKENS	SIX MILE ELEMENTARY	10.76	37	7.95	42	10.79	43	18.33	74
	WEST END ELEMENTARY	3.27	74	6.12	72	5.57	96	9.48	113
RICHLAND 1	A C MOORE ELEMENTARY	6.94	48	10.23	54	8.34	51	14.39	52
	ALCORN MIDDLE SCHOOL	6.68	32	8.04	65	9.54	34	7.54	46
	ARDEN ELEMENTARY SCHOOL	6.96	46	11.85	32	12.21	43	12.26	34
	ATLAS ROAD	10.49	17	13.71	18	20.15	10	19.12	18
	BRADLEY ELEMENTARY SCHOOL	6.72	64	9.71	50	8.78	62	15.98	56
	BRENNEN ELEMENTARY	3.89	38	5.74	42	11.48	27	8.30	41
	BURNSIDE ELEMENTARY	17.75	55	7.36	52	17.58	55	12.39	57
	CARVER ELEMENTARY SCHOOL	2.02	114	-2.81	62	5.02	93	9.49	68
	CAUGHMAN ROAD ELEMENTARY	10.33	45	6.32	37	13.85	50	11.91	40
	CRANE CREEK ELEMENTARY	10.55	62	8.78	67	12.71	73	7.63	71
	CRAYTON MIDDLE SCHOOL	7.87	35	13.03	34	-0.18	30	-0.12	31
	DENNY TERRACE ELEMENTARY	8.90	52	6.64	43	9.60	44	15.92	29
	GADSDEN ELEMENTARY	1.44	52	4.33	33	3.03	48	10.46	36
	GIBBES MIDDLE	4.37	45	1.50	73	3.28	27	1.59	21
	GREENVIEW ELEMENTARY	4.41	54	9.23	32	11.96	62	17.93	41
	HAND MIDDLE SCHOOL	10.53	29	10.29	33	14.60	25	6.73	23
	HOPKINS ELEMENTARY SCHOOL	12.68	73	10.78	77	16.56	89	10.98	78
	HOPKINS MIDDLE SCHOOL	4.90	66	9.98	60	3.72	51	6.68	46
	HORRELL HILL ELEMENTARY	7.44	31	1.31	26	5.74	30	13.28	26
	HYATT PARK ELEMENTARY	8.42	151	10.54	116	12.14	110	14.53	104
	JOHN P THOMAS ELEMENTARY	3.90	130	6.16	129	10.37	113	6.57	113
	LYON STREET ELEMENTARY	13.76	46	7.15	42	12.95	50	6.86	40
	MCCANTS ELEMENTARY	4.69	56	4.26	52	2.90	50	10.65	42
	MEADOWFIELD ELEMENTARY	5.48	44	3.48	31	9.60	40	12.42	21
	MILL CREEK ELEMENTARY	8.00	53	7.61	42	13.93	50	7.00	47
	ROOSEVELT VILLAGE ELEMENT	9.87	43	1.26	38	12.65	40	3.25	34
	ROSEWOOD ELEMENTARY SCHOO	3.39	31	4.95	34	6.31	34	4.89	35
	SARAH NANCE ELEMENTARY	10.55	54	13.87	47	12.95	32	19.93	44
	SATCHEL FORD RD ELEMENTAR	7.37	26	11.16	23	12.48	28	16.73	23
	SEMINOLE ROAD ELEMENTARY	2.54	49	7.46	54	8.75	42	11.49	63
	SOUTH KILBOURNE ELEMENTAR	9.84	7	0.29	57	8.52	16	5.77	44
	ST ANDREWS ELEMENTARY	2.05	32	5.55	19	9.20	33	12.47	14
	ST ANDREWS MIDDLE SCHOOL	9.56	43	11.78	33	5.90	29	16.34	17
	VIRGINIA PACK ELEMENTARY	11.00	33	16.45	45	12.30	37	13.31	49
	W A PERRY MIDDLE SCHOOL	1.40	70	10.04	69	-2.74	39	6.89	52
	W C SANDERS MIDDLE SCHOOL	5.50	33	9.15	30	3.79	19	4.54	19
	W H BURTON ELEMENTARY	5.76	29	4.39	20	7.50	31	11.38	24
	WATKINS ELEMENTARY	9.27	45	14.15	61	15.97	46	19.95	57
	WEBBER SCHOOL	1.92	124	9.38	116	2.08	122	14.63	100
RICHLAND 2	BETHEL ELEMENTARY	6.24	25	1.65	18	8.76	25	9.80	29

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AVERAGE NCE ACHIEVEMENT GAINS BY SCHOOL
1986-1987 AND 1987-1988 EIA COMPENSATORY PROGRAMS

DISTRICT	SCHOOL	READING				MATHEMATICS			
		NCE GAIN 1987-1988	NO. STUDENTS EVALUATED IN 1987-1988 **	NCE GAIN 1986-1987	NO. STUDENTS EVALUATED IN 1986-1987 **	NCE GAIN 1987-1988	NO. STUDENTS EVALUATED IN 1987-1988 **	NCE GAIN 1986-1987	NO. STUDENTS EVALUATED IN 1986-1987 **
RICHLAND 2	BLYTHEWOOD ELEMENTARY SCH	12.52	44	9.88	50	7.40	32	6.22	22
	DENT MIDDLE	6.02	31	1.06	60	5.28	31	6.71	69
	E L WRIGHT MIDDLE	5.94	36	9.36	41	14.78	30	16.10	38
	FOREST LAKE ELEMENTARY	4.68	44	6.80	33	3.89	31	16.49	50
	HANBERRY MIDDLE SCHOOL	8.95	12	5.90	35	14.03	13	10.72	41
	JOSEPH KEELS ELEMENTARY	17.17	57	14.61	49	17.64	69	12.65	55
	L W CONDER ELEMENTARY	9.41	48	7.76	56	8.45	42	9.54	66
	NELSON L B ELEM	9.37	41	5.22	47	10.16	35	11.56	45
	NORTH SPRINGS ELEMENTARY	9.20	49	12.60	61	9.43	51	8.64	49
	WINDSOR ELEMENTARY SCHOOL	6.57	66	3.00	53	10.01	58	9.31	47
SALUDA	HOLLYWOOD ELEMENTARY	0.71	26	0.14	21	10.70	23	7.26	25
	RIVERSIDE MIDDLE SCHOOL	2.04	73	3.86	79	5.29	56	3.17	59
	SALUDA ELEMENTARY SCHOOL	0.37	88	2.96	123	6.43	106	8.74	104
SPARTANBURG 1	CAMPOBELLO GRAMLING	3.57	23	4.94	28	6.88	33	0.62	42
	HOLLY SPRINGS MOTLOW	6.04	15	2.53	14	16.82	24	6.50	23
	INMAN ELEMENTARY SCHOOL	11.16	26	14.09	55	21.76	13	18.94	42
	NEW PROSPECT	7.73	22	3.98	21	9.06	18	11.48	17
	D P EARLE	6.13	71	7.07	64	18.08	67	8.45	76
SPARTANBURG 2	BOILING SPRINGS ELEMENTAR	9.16	62	3.73	35	13.58	72	11.35	41
	BOILING SPRINGS MIDDLE	7.91	19	*	*	3.28	22	*	*
	CARLISLE ELEMENTARY SCHOO	14.84	10	4.86	25	11.50	9	8.90	23
	CHESNEE ELEMENTARY SCHOOL	2.49	91	3.09	73	8.19	70	10.08	64
	COOLEY SPRINGS FINGERVILL	-0.26	32	8.13	45	6.97	22	17.98	38
	JAMES H HENDRIX ELEMENTAR	1.46	46	6.41	44	6.97	39	8.61	44
	MAYO ELEMENTARY SCHOOL	6.76	42	5.36	39	6.28	20	15.83	35
SPARTANBURG 3	CANNONS ELEMENTARY SCHOOL	2.46	20	-0.03	22	11.60	9	4.61	19
	CLIFDALE ELEMENTARY	3.15	9	11.67	14	15.08	21	9.67	25
	COWPENS ELEMENTARY	7.15	19	5.16	23	17.85	17	5.00	37
	COWPENS JUNIOR HIGH SCHOO	8.60	12	*	*	*	*	*	*
	PACOLET ELEMENTARY SCHOOL	8.64	17	4.75	33	8.13	22	8.92	44
	PACOLET JR HIGH SCHOOL	11.58	7	*	*	*	*	*	*
SPARTANBURG 4	WOODRUFF ELEMENTARY	4.97	35	8.74	51	12.81	21	13.49	39
	WOODRUFF JUNIOR HIGH	2.17	18	*	*	-0.32	12	*	*
	WOODRUFF PRIMARY	2.90	84	1.62	82	8.05	69	7.51	70
SPARTANBURG 5	DUNCAN ELEMENTARY	6.71	67	5.10	72	11.18	65	8.42	71
	LYMAN ELEMENTARY	5.31	35	5.27	30	12.30	40	14.80	38
	REIDVILLE ELEMENTARY	5.82	41	3.31	34	12.48	25	9.85	30
	STARTEX ELEMENTARY	10.45	31	9.54	42	15.46	35	12.60	45

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AVERAGE NCE ACHIEVEMENT GAINS BY SCHOOL
1986-1987 AND 1987-1988 EIA COMPENSATORY PROGRAMS

		READING				MATHEMATICS			
DISTRICT	SCHOOL	NCE GAIN 1987-1988	NO. STUDENTS EVALUATED IN 1987-1988 **	NCE GAIN 1986-1987	NO. STUDENTS EVALUATED IN 1986-1987 **	NCE GAIN 1987-1988	NO. STUDENTS EVALUATED IN 1987-1988 **	NCE GAIN 1986-1987	NO. STUDENTS EVALUATED IN 1986-1987 **
SPARTANBURG 5	WELLFORD ELEMENTARY	12.43	38	7.63	51	15.52	31	11.07	39
SPARTANBURG 6	ARCADIA ELEM	6.50	29	2.18	21	7.97	32	7.52	24
	BLACKSTOCK ELEMENTARY	5.17	30	3.38	55	8.12	36	8.45	54
	FAIRFOREST ELEMENTARY SCH	4.21	30	5.17	35	6.81	35	12.64	37
	FAIRFOREST MIDDLE SCHOOL	1.57	24	0.02	40	6.24	26	9.58	34
	JESSE BOBO ELEMENTARY SCH	5.89	30	2.72	27	13.19	31	13.07	32
	L E GABLE MIDDLE	1.03	28	9.40	22	4.38	21	13.18	27
	LONE OAK ELEMENTARY SCHOO	8.68	33	-2.34	26	13.91	34	6.38	36
	PAULINE-GLENN SPRINGS	3.35	8	7.64	10	16.53	6	23.85	8
	R R DAWKINS MIDDLE SCHOOL	3.66	10	14.91	10	8.92	12	13.56	17
	ROEBUCK INTERMEDIATE	2.06	12	1.40	11	6.50	18	14.27	15
	ROEBUCK PRIMARY SCHOOL	0.42	22	0.63	16	14.01	14	12.15	12
	WEST VIEW ELEMENTARY	4.58	26	6.17	23	12.98	28	12.95	23
	WOODLAND HEIGHTS ELEMENTA	3.57	23	1.84	22	11.05	19	5.62	24
SPARTANBURG 7	CLEVELAND ELEMENTARY SCHO	-0.20	248	0.86	194	4.70	250	2.04	191
	EDWIN P TODD ELEM SCHOOL	3.18	189	4.04	160	3.09	183	4.84	167
	HOUSTON ELEMENTARY	7.86	42	2.00	68	13.93	43	6.56	76
	JESSE BOYD ELEMENTARY	0.15	50	4.34	64	6.85	53	6.38	61
	MARY H WRIGHT ELEMENTARY	5.97	133	1.49	163	9.49	135	3.77	158
	PARK HILLS ELEMENTARY	2.47	84	3.14	97	9.31	84	2.69	101
	PINE STREET ELEMENTARY	4.46	25	2.78	28	11.83	22	5.62	32
	W H CHAPMAN ELEMENTARY	2.87	69	-2.48	58	9.58	85	5.72	65
	Z L MADDEN ELEMENTARY	9.50	129	-2.92	126	9.53	132	1.59	143
SUMTER 17	ALICE DRIVE ELEMENTARY	2.03	98	3.08	87	6.55	95	7.96	80
	ALICE DRIVE MIDDLE	2.08	47	3.17	53	0.00	45	-0.78	26
	BATES MIDDLE SCHOOL	0.25	81	1.99	92	1.69	74	3.95	67
	CROSSWELL DRIVE	1.22	123	4.36	141	5.97	128	3.95	170
	LEMIRA ELEMENTARY	8.84	113	6.45	173	6.74	141	9.19	156
	MILLWOOD ELEMENTARY	7.53	111	3.19	129	10.41	95	5.41	151
	WILDER ELEMENTARY	0.59	119	2.63	128	1.81	132	4.06	125
	WILLOW DRIVE ELEMENTARY	3.62	61	5.56	125	4.46	57	8.18	136
SUMTER 2	CHERRYVALE ELEMENTARY SCH	10.16	54	8.99	54	11.77	59	9.92	59
	FJ DELAINE ELEMENTARY	11.53	76	6.82	71	12.63	79	9.20	55
	HIGH HILLS MIDDLE	6.45	121	0.93	108	9.07	91	3.36	97
	MANCHESTER ELEMENTARY SCH	15.63	98	12.10	135	18.20	115	13.71	195
	MAYESVILLE INSTITUTE	12.15	27	12.69	45	17.96	29	12.69	46
	OAKLAND ELEMENTARY	12.26	93	11.96	79	16.26	101	18.42	100
	R E DAVIS ELEMENTARY SCHO	2.12	71	3.62	100	4.61	73	8.80	95
	RAFTING CREEK ELEMENTARY	1.01	66	5.57	109	9.94	50	10.36	90
	SHAW HEIGHTS ELEMENTARY	7.35	71	10.92	73	6.15	67	12.76	74

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SUMTER 2	ST JOHN ELEMENTARY	9.27	19	3.41	29	11.51	23	11.37	25
UNION	BUFFALO ELEMENTARY SCHOOL	6.83	91	3.06	73	13.00	74	7.13	71
	EXCELSIOR ELEMENTARY SCHO	5.63	78	2.85	76	9.62	52	9.51	52
	FOSTER PARK ELEM	4.16	67	7.65	148	0.69	56	7.51	93
	JONESVILLE ELEMENTARY	7.91	58	2.92	65	8.23	43	7.45	40
	LOCKHART ELEMENTARY	8.74	27	0.34	19	19.04	15	6.88	16
	MONARCH ELEMENTARY	0.56	76	4.91	71	8.66	71	10.73	48
	UNION MIDDLE SCHOOL	6.56	63	*	*	19.36	40	*	*
WILLIAMSBURG	ANDERSON PRIMARY	7.56	213	2.42	154	12.45	214	5.36	167
	BATTERY PARK ELEMENTARY	8.70	92	19.92	36	19.00	65	11.64	37
	BLAKELY-WILLIAMSBURG ELEM	5.62	141	-0.06	143	10.49	137	3.22	138
	CADES HEBRON ELEMENTARY	4.76	52	6.22	89	9.97	51	10.71	100
	CE MURRAY HIGH	*	*	1.52	37	*	*	9.55	31
	GREELEYVILLE ELEMENTARY	3.17	117	6.46	112	6.46	109	6.31	140
	HEMINGWAY MIDDLE	2.20	51	4.00	62	4.86	29	4.94	40
	HEMINGWAY PRIMARY SCHOOL	6.48	54	11.07	43	4.69	48	11.81	46
	KINGSTREE ELEMENTARY	2.32	134	5.01	203	9.76	140	5.64	171
	KINGSTREE JUNIOR HIGH SCH	*	*	4.41	74	*	*	13.90	71
	ST MARK ELEMENTARY SCHOOL	11.98	115	-0.55	170	20.55	121	4.31	184
	WILLIAMSBURG BLAKELY HIGH	*	*	4.70	24	*	*	-2.89	20
YORK 1	HAROLD C JOHNSON ELEMENTA	2.34	104	4.53	52	9.19	76	6.82	27
	HICKORY GROVE ELEMENTARY	10.73	12	7.24	13	20.99	14	15.37	8
	JEFFERSON PRIMARY SCHOOL	6.86	119	8.42	102	8.33	101	10.19	106
	SHARON ELEMENTARY SCHOOL	13.75	6	3.27	14	19.96	5	9.12	13
YORK 2	BETHANY ELEMENTARY SCHOOL	7.79	10	10.40	12	11.32	8	18.16	8
	BETHEL ELEMENTARY	13.83	25	8.88	31	12.66	27	10.89	40
	CLOVER JR HIGH SCHOOL	5.25	28	15.09	63	9.41	41	9.55	43
	CLOVER MIDDLE	7.04	50	5.87	54	9.64	33	8.10	44
	KINARD ELEMENTARY SCHOOL	5.61	60	7.51	85	15.48	49	10.76	89
YORK 3	BELLEVIEW ELEMENTARY	3.40	71	4.56	73	9.70	58	7.63	81
	EBENEZER AVE ELEMENTARY	5.70	61	5.39	62	6.58	56	8.70	62
	EBINPORT ELEMENTARY SCHOO	6.78	26	8.66	47	9.54	24	19.93	35
	FINLEY ROAD ELEMENTARY	5.52	73	6.15	90	9.23	72	14.05	97
	INDEPENDENCE ELEMENTARY	7.51	46	8.07	81	13.21	53	14.16	73
	LESSLIE ELEMENTARY	4.84	83	6.30	96	16.16	65	13.42	90
	MOUNT GALLANT ELEM SCHOOL	3.68	56	6.90	80	16.39	52	9.64	70
	NORTHSIDE ELEM SCHOOL	1.69	89	3.29	120	9.33	79	7.34	102
	OAKDALE ELEMENTARY SCHOOL	6.83	43	12.58	35	11.90	41	16.80	42
	RICHMOND DRIVE SCHOOL	1.21	56	4.72	66	5.90	48	6.31	61

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YORK 3	ROSEWOOD ELEMENTARY SCHOO	8.26	61	5.45	70	15.00	47	10.60	70
	SUNSET PARK ELEMENTARY	6.70	54	5.04	59	18.52	32	11.23	27
	SYLVIA CIRCLE ELEMENTARY	2.92	40	10.90	33	14.13	25	11.49	23
	YORK ROAD ELEMENTARY	6.85	20	8.24	34	9.35	17	17.87	29
YORK 4	FORT MILL ELEMENTARY SCHO	7.33	45	5.93	56	12.14	19	8.83	34
	FORT MILL HIGH SCHOOL	6.72	56	*	*	8.31	28	*	*
	FORT MILL MIDDLE SCHOOL	12.52	41	0.55	16	13.12	41	10.31	18
	FORT MILL PRIMARY	5.70	42	11.57	53	12.15	38	13.16	53

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